Australian Government

SIT12 Tourism, Travel and Hospitality Training Package

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SIT12 Tourism, Travel and Hospitality Training Package

Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2.0		**Endorsement** **Qualifications** Revised Hospitality Qualifications: • SIT10213 Certificate I in Hospitality • SIT20213 Certificate II in Hospitality • SIT30713 Certificate III in Hospitality • SIT30813 Certificate III in Commercial Cookery • SIT30913 Certificate III in Asian Cookery • SIT31013 Certificate III in catering Operations • SIT31113 Certificate III in Patisserie • SIT40313 Certificate IV in Hospitality • SIT40413 Certificate IV in Commercial Cookery • SIT40513 Certificate IV in Asian Cookery • SIT40613 Certificate IV in Catering Operations • SIT40713 Certificate IV in Patisserie • SIT50313 Diploma of Hospitality • SIT60313 Advanced Diploma of Hospitality

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		Revised Tourism Qualification: • SIT30513 Certificate III in Guiding **Units** New units: • SITHIND101 Use hygienic practices for hospitality service • SITTTSL314 Provide specialist advice on cruises **ISC Upgrade** The following changes have been made: **Units** SITHFAB201 Provide responsible service of alcohol • Amendments to the Evidence Guide which better define the assessment environment and assessment requirements of the unit **Qualifications** SIT30212 Certificate III in Travel • SITTTSL314 Provide specialist advice on cruises added to Elective group SIT40112 Certificate IV in Guiding • HLTAID003 Provide first aid replaces HLTFA311A Apply first aid as an entry requirement
1.2	31 July, 2013	Imported units updated. Editorial changes, including: • Spelling corrections • Corrections to packaging rules for SIT30512 Certificate III in

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		Guiding • Corrections to Qualifications and Units of Competency Mapping Tables to address language inconsistencies and unit equivalence/non equivalence relationships. **Qualifications** Hospitality SIT30712 Certificate III in Hospitality • SITXFIN401 Interpret financial information removed from the Elective group. SIT40312 Certificate IV in Hospitality • SITHFAB101 Clean and tidy bar areas added to the Elective group. • SITHFAB206 Serve food and beverage removed from the Elective group. • SITXFIN201 Process financial transactions added to the Elective group. SIT40412 Certificate IV in Commercial Cookery The following units added to the Elective group: • TAEASS301B contribute to assessment • TAEDEL301A Provide work skill instruction SIT50312 Diploma of Hospitality The following unit added to the Group B Elective group: • BSBFRA402B Establish a franchise

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		The following unit removed from the Group B Elective group • SITHFAB206 Serve food and beverage SIT60312 Advanced Diploma of Hospitality The following unit added to the Group B Elective group: • BSBFRA402B Establish a franchise The following unit removed from the Group B Elective group • SITHFAB206 Serve food and beverage Tourism SIT50112 Diploma of Travel and Tourism • BSBFRA402B Establish a franchise added to the Elective group. SIT50412 Diploma of Holiday Parks and Resorts • BSBFRA402B Establish a franchise added to the Elective group. SIT60112 Advanced Diploma of Travel and Tourism • BSBFRA402B Establish a franchise added to the Elective group. **Units**

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		Corrections to metadata equivalence/non equivalence relationship for the following units: • SITHACS301 Provide valet service • SITHCCC301 Produce poultry dishes • SITHCCC303 Produce meat dishes • SITHFAB307 Provide table service of food and beverage • SITHFAB501 Manage the sale or service of wine • SITHGAM204 Conduct Keno games • SITHGAM301 Analyse and report on gaming machine data • SITHGAM303 Deal Baccarat games • SITHGAM306 Deal Poker games • SITHGAM501 Manage gaming activities • SITTPPD501 Develop host community awareness of tourism • SITTPPD502 Assess tourism opportunities for local communities • SITTPPD602 Develop environmentally sustainable tourism operations • SITTPPD603 Develop culturally appropriate tourism operations • SITTPPD604 Develop and implement local or regional tourism plan • SITTTSL303 Sell tourism products and services • SITXMGT401 Monitor work operations • SITXMPR401 Coordinate

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		production of brochures and marketing materials • SITXMPR403 Plan and implement sales activities • SITXMPR404 Coordinate marketing activities Correction to Licensing/Regulatory Information statement in SITHGAM201 Provide responsible gambling services **Skill Sets** Addition of six new skill sets: • Essential Business Skills for a Franchisee • Sustainable Hospitality and Restaurant Operations • Understanding Basic Financial Concepts • Grounds Keeping and Maintenance • Housekeeping • Supervision of Apprentices
1.1	1 March 2013	Editorial correction to the modification history for the following qualifications to be consistent with Training Package Summary Mapping table: • SIT31012 Certificate III in Catering Operations • SIT40112 Certificate IV in Guiding • SIT40212 Certificate IV in Travel and Tourism • SIT50112 Diploma of Travel and Tourism • SIT60112 Advanced Diploma of Travel and Tourism

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		Qualifications
		SIT31212 Certificate III in Holiday Parks and Resorts:
		• Merged the duplicate Administration elective subgroups
		
		SIT40812 Certificate IV in Holiday Parks and Resorts:
		• Removed the following unit from the elective group:
		  • SITTTSL305 Process reservations
		
		SIT60112 Advanced Diploma of Travel and Tourism
		• Removed the following units from the elective group:
		  • SITTTSL310 Construct normal international airfares
		  • SITTTSL311 Construct promotional international airfares
		
		Units
		Editorial correction to the modification history for the following unit to be consistent with Training Package Summary Mapping table:
		• SITXINV202 Maintain the quality of perishable items
		
		SITHFAB501 Manage the sale or service of wine
		• Corrected the prerequisite unit codes to: SITHFAB305 Provide advice on Australian wines and SITHFAB306 Provide advice on imported

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		wines.
1	18 January, 2013	Primary release - replaces SIT07 Version 3.

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2.0 - check whether this is the latest version by going to Training.Gov.au (www.training.gov.au) and locating information about the Training Package. Alternatively, contact Service Skills Australia (www.serviceskills.com.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

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Version	Release Date	Comments
2.0		**Endorsement** **Qualifications** Revised Hospitality Qualifications: • SIT10213 Certificate I in Hospitality • SIT20213 Certificate II in Hospitality • SIT30713 Certificate III in Hospitality • SIT30813 Certificate III in Commercial Cookery • SIT30913 Certificate III in Asian Cookery • SIT31013 Certificate III in catering Operations • SIT31113 Certificate III in Patisserie • SIT40313 Certificate IV in Hospitality • SIT40413 Certificate IV in Commercial Cookery • SIT40513 Certificate IV in Asian Cookery • SIT40613 Certificate IV in Catering Operations • SIT40713 Certificate IV in Patisserie • SIT50313 Diploma of Hospitality • SIT60313 Advanced Diploma of Hospitality Revised Tourism Qualification: • SIT30513 Certificate III in Guiding **Units** New units: • SITHIND101 Use hygienic practices for hospitality service • SITTTSL314 Provide specialist advice on cruises **ISC Upgrade** **Units** The following changes have been made: SITHFAB201 Provide responsible service of alcohol • Amendments to the Evidence Guide which better define the assessment environment and assessment requirements of the unit

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		Qualifications SIT30212 Certificate III in Travel • SITTTSL314 Provide specialist advice on cruises added to Elective group SIT40112 Certificate IV in Guiding • HLTAID003 Provide first aid replaces HLTFA311A Apply first aid as an entry requirement
1.2	31 July, 2013	Imported units updated. Editorial changes, including: • Spelling corrections • Corrections to packaging rules for SIT30512 Certificate III in Guiding • Corrections to Qualifications and Units of Competency Mapping Tables to address language inconsistencies and unit equivalence/non equivalence relationships. **Qualifications** Hospitality: SIT30712 Certificate III in Hospitality • SITXFIN401 Interpret financial information removed from the Elective group. SIT40312 Certificate IV in Hospitality • SITHFAB101 Clean and tidy bar areas added to the Elective group. • SITHFAB206 Serve food and beverage removed from the Elective group. • SITXFIN201 Process financial transactions added to the Elective group. SIT40412 Certificate IV in Commercial Cookery The following units added to the Elective group: • TAEASS301B contribute to assessment • TAEDEL301A Provide work skill instruction SIT50312 Diploma of Hospitality

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		The following unit added to the Group B Elective group: • BSBFRA402B Establish a franchise The following unit removed from the Group B Elective group • SITHFAB206 Serve food and beverage SIT60312 Advanced Diploma of Hospitality The following unit added to the Group B Elective group: • BSBFRA402B Establish a franchise The following unit removed from the Group B Elective group • SITHFAB206 Serve food and beverage Tourism SIT50112 Diploma of Travel and Tourism • BSBFRA402B Establish a franchise added to the Elective group. SIT50412 Diploma of Holiday Parks and Resorts • BSBFRA402B Establish a franchise added to the Elective group. SIT60112 Advanced Diploma of Travel and Tourism • BSBFRA402B Establish a franchise added to the Elective group. **Units** Corrections to metadata equivalence/non equivalence relationship for the following units: • SITHACS301 Provide valet service • SITHCCC301 Produce poultry dishes • SITHCCC303 Produce meat dishes • SITHFAB307 Provide table service of food and beverage • SITHFAB501 Manage the sale or service of wine • SITHGAM204 Conduct Keno games • SITHGAM301 Analyse and report on gaming machine

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		data • SITHGAM303 Deal Baccarat games • SITHGAM306 Deal Poker games • SITHGAM501 Manage gaming activities • SITTPPD501 Develop host community awareness of tourism • SITTPPD502 Assess tourism opportunities for local communities • SITTPPD602 Develop environmentally sustainable tourism operations • SITTPPD603 Develop culturally appropriate tourism operations • SITTPPD604 Develop and implement local or regional tourism plan • SITTTSL303 Sell tourism products and services • SITXMGT401 Monitor work operations • SITXMPR401 Coordinate production of brochures and marketing materials • SITXMPR403 Plan and implement sales activities • SITXMPR404 Coordinate marketing activities Correction to Licensing/Regulatory Information statement in SITHGAM201 Provide responsible gambling services **Skill Sets** Addition of six new skill sets: • Essential Business Skills for a Franchisee • Sustainable Hospitality and Restaurant Operations • Understanding Basic Financial Concepts • Grounds Keeping and Maintenance • Housekeeping • Supervision of Apprentices

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1.1	1 March 2013	Editorial correction to the modification history for the following qualifications to be consistent with Training Package Summary Mapping table
		• SIT31012 Certificate III in Catering Operations
		• SIT40112 Certificate IV in Guiding
		• SIT40212 Certificate IV in Travel and Tourism
		• SIT50112 Diploma of Travel and Tourism
		• SIT60112 Advanced Diploma of Travel and Tourism
		
		Qualifications
		SIT31212 Certificate III in Holiday Parks and Resorts:
		• Merged the duplicate Administration elective subgroups
		
		SIT40812 Certificate IV in Holiday Parks and Resorts:
		• Removed the following unit from the elective group:
		  • SITTTSL305 Process reservations
		
		SIT60112 Advanced Diploma of Travel and Tourism
		• Removed the following units from the elective group:
		  • SITTTSL310 Construct normal international airfares
		  • SITTTSL311 Construct promotional international airfares
		
		Units
		Editorial correction to the modification history for the following unit to be consistent with Training Package Summary Mapping table:
		• SITXINV202 Maintain the quality of perishable items
		• SITHFAB501 Manage the sale or service of wine
		Corrected the prerequisite unit codes to:
		• SITHFAB305 Provide advice on Australian wines
		• SITHFAB306 Provide advice on imported wines.

1	18 January, 2013	Primary release - replaces SIT07 Tourism, Hospitality and Events Version 3 Training Package.

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Summary of AQF Qualifications in SIT12 Tourism, Travel and Hospitality Training Package

Qualification Code	Qualification Title
SIT10112	Certificate I in Tourism (Australian Indigenous Culture)
SIT10213	Certificate I in Hospitality
SIT20112	Certificate II in Tourism
SIT20213	Certificate II in Hospitality
SIT20312	Certificate II in Kitchen Operations
SIT20412	Certificate II in Asian Cookery
SIT20512	Certificate II in Holiday Parks and Resorts
SIT30112	Certificate III in Tourism
SIT30513	Certificate III in Guiding
SIT30612	Certificate III in Events
SIT30713	Certificate III in Hospitality
SIT30813	Certificate III in Commercial Cookery
SIT30913	Certificate III in Asian Cookery
SIT31013	Certificate III in Catering Operations
SIT31113	Certificate III in Patisserie
SIT31212	Certificate III in Holiday Parks and Resorts
SIT31312	Certificate III in Travel
SIT40112	Certificate IV in Guiding
SIT40212	Certificate IV in Travel and Tourism
SIT40313	Certificate IV in Hospitality
SIT40413	Certificate IV in Commercial Cookery
SIT40513	Certificate IV in Asian Cookery

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SIT40613	Certificate IV in Catering Operations
SIT40713	Certificate IV in Patisserie
SIT40812	Certificate IV in Holiday Parks and Resorts
SIT50112	Diploma of Travel and Tourism
SIT50212	Diploma of Events
SIT50313	Diploma of Hospitality
SIT50412	Diploma of Holiday Parks and Resorts
SIT60112	Advanced Diploma of Travel and Tourism
SIT60212	Advanced Diploma of Events
SIT60313	Advanced Diploma of Hospitality

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Summary of Units of Competency in SIT12 V2 Tourism, Travel and Hospitality Training Package and their Pre-Requisite Requirements

Unit Code	Unit Title	Prerequisite Unit/s
Accommodation Services		
SITHACS101	Clean premises and equipment	Nil
SITHACS201	Provide housekeeping services to guests	Nil
SITHACS202	Prepare rooms for guests	Nil
SITHACS203	Launder linen and guests clothes	Nil
SITHACS204	Provide porter services	Nil
SITHACS301	Provide valet service	Nil
SITHACS302	Conduct night audit	Nil
SITHACS303	Provide accommodation reception services	Nil
Administration		
SITXADM501	Prepare and present proposals	Nil
Asian Cookery		
SITHASC201	Produce dishes using basic methods of Asian cookery	SITXFSA101 Use hygienic practices for food safety
SITHASC202	Produce Asian appetisers and snacks	SITXFSA101 Use hygienic practices for food safety
SITHASC203	Produce Asian stocks and soups	SITXFSA101 Use hygienic practices for food safety
SITHASC204	Produce Asian sauces, dips and accompaniments	SITXFSA101 Use hygienic practices for food safety
SITHASC205	Produce Asian salads	SITXFSA101 Use hygienic practices for food safety
SITHASC206	Produce Asian rice and noodles	SITXFSA101 Use hygienic practices for food safety
SITHASC207	Produce curry pastes and powders	SITXFSA101 Use hygienic

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Unit Code	Unit Title	Prerequisite Unit/s
		practices for food safety
SITHASC301	Produce Asian cooked dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC302	Produce Asian desserts	SITXFSA101 Use hygienic practices for food safety
SITHASC303	Produce Japanese cooked dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC304	Produce sashimi	SITXFSA101 Use hygienic practices for food safety
SITHASC305	Produce sushi	SITXFSA101 Use hygienic practices for food safety
SITHASC306	Produce Japanese desserts	SITXFSA101 Use hygienic practices for food safety
SITHASC307	Produce dim sum	SITXFSA101 Use hygienic practices for food safety
SITHASC308	Produce Chinese roast meat and poultry dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC309	Produce tandoori dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC310	Produce Indian breads	SITXFSA101 Use hygienic practices for food safety
SITHASC311	Produce Indian sweetmeats	SITXFSA101 Use hygienic practices for food safety
SITHASC312	Produce Indian pickles and chutneys	SITXFSA101 Use hygienic practices for food safety
Client and Customer Service		
SITXCCS101	Provide information and assistance	Nil
SITXCCS201	Provide visitor information	Nil
SITXCCS202	Interact with customers	Nil
SITXCCS301	Provide lost and found services	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
SITXCCS302	Provide club reception services	Nil
SITXCCS303	Provide service to customers	Nil
SITXCCS401	Enhance the customer service experience	Nil
SITXCCS501	Manage quality customer service	Nil
Commercial Cookery and Catering		
SITHCCC101	Use food preparation equipment	SITXFSA101 Use hygienic practices for food safety
SITHCCC102	Prepare simple dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC103	Prepare sandwiches	SITXFSA101 Use hygienic practices for food safety
SITHCCC104	Package prepared foodstuffs	SITXFSA101 Use hygienic practices for food safety
SITHCCC201	Produce dishes using basic methods of cookery	SITXFSA101 Use hygienic practices for food safety
SITHCCC202	Produce appetisers and salads	SITXFSA101 Use hygienic practices for food safety
SITHCCC203	Produce stocks, sauces and soups	SITXFSA101 Use hygienic practices for food safety
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC205	Produce cook-chill and cook-freeze foods	SITXFSA101 Use hygienic practices for food safety
SITHCCC206	Rethermalise chilled and frozen foods	SITXFSA101 Use hygienic practices for food safety
SITHCCC207	Use cookery skills effectively	SITXFSA101 Use hygienic practices for food safety
SITHCCC301	Produce poultry dishes	SITXFSA101 Use hygienic practices for food safety

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Unit Code	Unit Title	Prerequisite Unit/s
SITHCCC302	Produce seafood dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC303	Produce meat dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC304	Produce and serve food for buffets	SITXFSA101 Use hygienic practices for food safety
SITHCCC305	Produce pates and terrines	SITXFSA101 Use hygienic practices for food safety
SITHCCC306	Handle and serve cheese	SITXFSA101 Use hygienic practices for food safety
SITHCCC307	Prepare food to meet special dietary requirements	SITXFSA101 Use hygienic practices for food safety
SITHCCC308	Produce cakes, pastries and breads	SITXFSA101 Use hygienic practices for food safety
SITHCCC309	Work effectively as a cook	SITXFSA101 Use hygienic practices for food safety
SITHCCC401	Produce specialised food items	SITXFSA101 Use hygienic practices for food safety
SITHCCC402	Prepare portion-controlled meat cuts	SITXFSA101 Use hygienic practices for food safety
Communication and Teamwork		
SITXCOM101	Source and present information	Nil
SITXCOM201	Show social and cultural sensitivity	Nil
SITXCOM202	Provide a briefing or scripted commentary	Nil
SITXCOM301	Address protocol requirements	Nil
SITXCOM401	Manage conflict	Nil
Computer Operations and ICT Management		
SITXICT401	Build and launch a small business website	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
Crisis Management		
SITXCRI401	Respond to a customer in crisis	Nil
SITXCRI601	Manage a business continuity crisis	Nil
Events		
SITXEVT301	Access information on event operations	Nil
SITXEVT302	Process and monitor event registrations	Nil
SITXEVT303	Coordinate on-site event registrations	Nil
SITXEVT304	Provide event staging support	Nil
SITXEVT401	Plan in-house events or functions	Nil
SITXEVT501	Develop conference programs	Nil
SITXEVT502	Select event venues and sites	Nil
SITXEVT503	Manage event staging components	Nil
SITXEVT504	Organise event infrastructure	Nil
SITXEVT505	Manage on-site event operations	Nil
SITXEVT601	Research event trends and practice	Nil
SITXEVT602	Develop event concepts	Nil
SITXEVT603	Determine event feasibility	Nil
SITXEVT604	Develop and implement event management plans	Nil
SITXEVT605	Develop event transport plans	Nil
SITXEVT606	Develop crowd management plans	Nil
SITXEVT607	Develop multi-venue event plans	Nil
SITXEVT608	Plan and allocate exhibition space	Nil
SITXEVT609	Recruit and manage exhibitors	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
Finance		
SITXFIN201	Process financial transactions	Nil
SITXFIN401	Interpret financial information	Nil
SITXFIN402	Manage finances within a budget	Nil
SITXFIN501	Prepare and monitor budgets	Nil
SITXFIN601	Manage physical assets	Nil
SITXFIN602	Manage revenue	Nil
Food and Beverage		
SITHFAB101	Clean and tidy bar areas	SITXFSA101 Use hygienic practices for food safety
SITHFAB201	Provide responsible service of alcohol	Nil
SITHFAB202	Operate a bar	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic practices for food safety
SITHFAB203	Prepare and serve non-alcoholic beverages	SITXFSA101 Use hygienic practices for food safety
SITHFAB204	Prepare and serve espresso coffee	SITXFSA101 Use hygienic practices for food safety
SITHFAB205	Provide room service	SITXFSA101 Use hygienic practices for food safety
SITHFAB206	Serve food and beverage	SITXFSA101 Use hygienic practices for food safety
SITHFAB301	Operate and monitor cellar systems	Nil
SITHFAB302	Conduct a product tasting for alcoholic beverages	SITHFAB201 Provide responsible service of alcohol
SITHFAB303	Prepare and serve cocktails	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic

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Unit Code	Unit Title	Prerequisite Unit/s
		practices for food safety
SITHFAB304	Provide advice on beers, spirits and liqueurs	SITHFAB201 Provide responsible service of alcohol
SITHFAB305	Provide advice on Australian wines	SITHFAB201 Provide responsible service of alcohol
SITHFAB306	Provide advice on imported wines	SITHFAB201 Provide responsible service of alcohol
SITHFAB307	Provide table service of food and beverage	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic practices for food safety
SITHFAB308	Provide silver service	SITXFSA101 Use hygienic practices for food safety
SITHFAB309	Provide advice on food	Nil
SITHFAB310	Provide advice on food and beverage matching	SITHFAB201 Provide responsible service of alcohol
SITHFAB311	Provide gueridon service	SITXFSA101 Use hygienic practices for food safety
SITHFAB401	Plan and monitor espresso coffee service	Nil
SITHFAB501	Manage the sale or service of wine	SITHFAB305 Provide advice on Australian wines SITHFAB306 Provide advice on imported wines
Food Safety		
SITXFSA101	Use hygienic practices for food safety	Nil
SITXFSA201	Participate in safe food handling practices	Nil
SITXFSA202	Transport and store food	Nil
SITXFSA401	Develop and implement a food safety program	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
Gaming		
SITHGAM201	Provide responsible gambling services	Nil
SITHGAM202	Attend gaming machines	SITHGAM201 Provide responsible gambling services
SITHGAM203	Operate a TAB outlet	SITHGAM201 Provide responsible gambling services
SITHGAM204	Conduct Keno games	SITHGAM201 Provide responsible gambling services
SITHGAM301	Analyse and report on gaming machine data	SITHGAM201 Provide responsible gambling services
SITHGAM302	Operate table games	SITHGAM201 Provide responsible gambling services
SITHGAM303	Deal Baccarat games	SITHGAM201 Provide responsible gambling services
SITHGAM304	Conduct Big Wheel games	SITHGAM201 Provide responsible gambling services
SITHGAM305	Deal Blackjack games	SITHGAM201 Provide responsible gambling services
SITHGAM306	Deal Poker games	SITHGAM201 Provide responsible gambling services
SITHGAM307	Deal Pontoon games	SITHGAM201 Provide responsible gambling services
SITHGAM308	Conduct Rapid Roulette games	SITHGAM201 Provide responsible gambling services
SITHGAM309	Conduct Roulette games	SITHGAM201 Provide responsible gambling services
SITHGAM310	Conduct Sic Bo games	SITHGAM201 Provide responsible gambling services
SITHGAM501	Manage gaming activities	SITHGAM201 Provide responsible gambling services
Governance and Legal Compliance		

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Unit Code	Unit Title	Prerequisite Unit/s
SITXGLC501	Research and comply with regulatory requirements	Nil
Guiding		
SITTGDE101	Interpret aspects of local Australian Indigenous culture	Nil
SITTGDE301	Work as a guide	Nil
SITTGDE302	Provide arrival and departure assistance	Nil
SITTGDE303	Lead tour groups	Nil
SITTGDE304	Prepare and present tour commentaries or activities	Nil
SITTGDE305	Develop and maintain the general and regional knowledge required by guides	Nil
SITTGDE306	Research and share general information on Australian Indigenous cultures	Nil
SITTGDE307	Prepare specialised interpretive content on flora, fauna and landscape	Nil
SITTGDE308	Prepare specialised interpretive content on marine environments	Nil
SITTGDE309	Prepare specialised interpretive content on cultural and heritage environments	Nil
SITTGDE401	Coordinate and operate tours	Nil
SITTGDE402	Manage extended touring programs	Nil
Human Resources Management		
SITXHRM301	Coach others in job skills	Nil
SITXHRM401	Roster staff	Nil
SITXHRM402	Lead and manage people	Nil
SITXHRM501	Recruit, select and induct staff	Nil
SITXHRM502	Manage volunteers	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
SITXHRM503	Monitor staff performance	Nil
Inventory		
SITXINV201	Receive and store stock	Nil
SITXINV202	Maintain the quality of perishable items	SITXFSA101 Use hygienic practices for food safety
SITXINV301	Purchase goods	Nil
SITXINV401	Control stock	Nil
SITXINV601	Establish stock and purchasing and control systems	Nil
Kitchen Operations		
SITHKOP101	Clean kitchen premises and equipment	SITXFSA101 Use hygienic practices for food safety
SITHKOP302	Plan and cost basic menus	Nil
SITHKOP401	Plan and display buffets	SITXFSA101 Use hygienic practices for food safety
SITHKOP402	Develop menus for special dietary requirements	Nil
SITHKOP403	Coordinate cooking operations	SITXFSA101 Use hygienic practices for food safety
SITHKOP404	Plan catering for events or functions	Nil
SITHKOP501	Design and cost menus	Nil
SITHKOP502	Select catering systems	Nil
Languages other than English		
SITXLAN21__	Conduct basic oral communication in a language other than English	Nil
SITXLAN22__	Conduct routine oral communication in a language other than English	Nil
SITXLAN31__	Conduct oral communication in a	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
	language other than English	
SITXLAN32__	Conduct complex oral communication in a language other than English	Nil
SITXLAN33__	Read and write information in a language other than English	Nil
SITXLAN34__	Read and write documents in a language other than English	Nil
Management and Leadership		
SITXMGT401	Monitor work operations	Nil
SITXMGT501	Establish and conduct business relationships	Nil
SITXMGT502	Manage projects	Nil
Marketing and Public Relations		
SITXMPR401	Coordinate production of brochures and marketing materials	Nil
SITXMPR402	Create a promotional display or stand	Nil
SITXMPR403	Plan and implement sales activities	Nil
SITXMPR404	Coordinate marketing activities	Nil
SITXMPR405	Participate in cooperative online marketing initiatives	Nil
SITXMPR501	Obtain and manage sponsorship	Nil
SITXMPR502	Develop and implement marketing strategies	Nil
Patisserie		
SITHPAT301	Produce cakes	SITXFSA101 Use hygienic practices for food safety
SITHPAT302	Produce gateaux, torten and cakes	SITXFSA101 Use hygienic practices for food safety
SITHPAT303	Produce pastries	SITXFSA101 Use hygienic

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Unit Code	Unit Title	Prerequisite Unit/s
		practices for food safety
SITHPAT304	Produce yeast based bakery products	SITXFSA101 Use hygienic practices for food safety
SITHPAT305	Produce petit fours	SITXFSA101 Use hygienic practices for food safety
SITHPAT306	Produce desserts	SITXFSA101 Use hygienic practices for food safety
SITHPAT401	Prepare and model marzipan	SITXFSA101 Use hygienic practices for food safety
SITHPAT402	Produce chocolate confectionery	SITXFSA101 Use hygienic practices for food safety
SITHPAT403	Model sugar based decorations	SITXFSA101 Use hygienic practices for food safety
SITHPAT404	Design and produce sweet buffet showpieces	SITXFSA101 Use hygienic practices for food safety
Planning and Product Development		
SITTPPD401	Package tourism products	Nil
SITTPPD402	Develop interpretive activities	Nil
SITTPPD403	Coordinate and operate sustainable tourism activities	Nil
SITTPPD404	Develop in-house recreational activities	Nil
SITTPPD501	Develop host community awareness of tourism	Nil
SITTPPD502	Assess tourism opportunities for local communities	Nil
SITTPPD503	Research and analyse tourism data	Nil
SITTPPD601	Develop tourism products	Nil
SITTPPD602	Develop environmentally sustainable tourism operations	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
SITTPPD603	Develop culturally appropriate tourism operations	Nil
SITTPPD604	Develop and implement local or regional tourism plan	Nil
Tour Operations		
SITTTOP301	Load touring equipment	Nil
SITTTOP302	Provide outdoor catering	Nil
SITTTOP401	Allocate tour or activity resources	Nil
SITTTOP402	Set up and operate a campsite	Nil
SITTTOP403	Operate tours in a remote area	Nil
Tourism Sales and Operations		
SITTTSL201	Operate an online information system	Nil
SITTTSL202	Access and interpret product information	Nil
SITTTSL301	Provide advice on international destinations	Nil
SITTTSL302	Provide advice on Australian destinations	Nil
SITTTSL303	Sell tourism products and services	Nil
SITTTSL304	Prepare quotations	Nil
SITTTSL305	Process reservations	Nil
SITTTSL306	Book supplier services	Nil
SITTTSL307	Process travel-related documentation	Nil
SITTTSL308	Use a computerised reservations or operations system	Nil
SITTTSL309	Source airfares for domestic flights	Nil
SITTTSL310	Construct normal international airfares	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
SITTTSL311	Construct promotional international airfares	Nil
SITTTSL312	Construct advanced international airfares	SITTTSL310 Construct normal international airfares
SITTTSL313	Administer billing and settlement plan	Nil
SITTTSL314	Provide specialist advice on cruises	Nil
SITTTSL401	Maintain a product inventory	Nil
Venue and Facility Operations		
SITTVAF201	Load and unload a ride	Nil
SITTVAF301	Operate a ride location	Nil
SITTVAF302	Operate a games location	Nil
SITTVAF303	Tow and site recreational vehicles	Nil
Work Health and Safety		
SITXWHS101	Participate in safe work practices	Nil
SITXWHS301	Identify hazards, assess and control safety risks	Nil
SITXWHS401	Implement and monitor work health and safety practices	Nil
SITXWHS601	Establish and maintain a work health and safety system	Nil
Working in Industry - Hospitality		
SITHIND101	Use hygienic practices for hospitality service	Nil
SITHIND201	Source and use information on the hospitality industry	Nil
SITHIND202	Use hospitality skills effectively	Nil
SITHIND301	Work effectively in hospitality service	Nil

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Unit Code	Unit Title	Prerequisite Unit/s
Working in Industry - Tourism		
SITTIND201	Source and use information on the tourism and travel industry	Nil
SITTIND202	Source and use information on the holiday park and resort industry	Nil

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Imported Units of Competency in SIT12 V2 Tourism, Travel and Hospitality Training Package

Unit Code	Unit Title	Training Package Origin
AHC10 Agriculture, Horticulture and Conservation and Land Management		
AHCIRG302A	Install irrigation systems	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCIRG306A	Troubleshoot irrigation systems	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC202A	Construct low-profile timber or modular retaining walls	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC204A	Lay paving	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC301A	Set out site for construction works	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC302A	Construct landscape features using concrete	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCPGD203A	Prune shrubs and small trees	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCPGD302A	Plan and maintain plant displays	AHC10 Agriculture, Horticulture and Conservation and Land Management
BSB07 Business Services		
BSBADM502B	Manage meetings	BSB07 Business Services
BSBCMM201A	Communicate in the workplace	BSB07 Business Services
BSBCMM401A	Make a presentation	BSB07 Business Services
BSBCRT101A	Apply critical thinking techniques	BSB07 Business Services

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Unit Code	Unit Title	Training Package Origin
BSBCRT301A	Develop and extend critical and creative thinking skills	BSB07 Business Services
BSBCRT402A	Collaborate in a creative process	BSB07 Business Services
BSBCRT501A	Originate and develop concepts	BSB07 Business Services
BSBDIV501A	Manage diversity in the workplace	BSB07 Business Services
BSBEBU401A	Review and maintain a website	BSB07 Business Services
BSBEBU501A	Investigate and design e business solutions	BSB07 Business Services
BSBEBU502A	Implement e business solutions	BSB07 Business Services
BSBFIA301A	Maintain financial records	BSB07 Business Services
BSBFIA302A	Process payroll	BSB07 Business Services
BSBFIA303A	Process accounts payable and receivable	BSB07 Business Services
BSBFIA304A	Maintain a general ledger	BSB07 Business Services
BSBFIA401A	Prepare financial reports	BSB07 Business Services
BSBFIM502A	Manage payroll	BSB07 Business Services
BSBFIM601A	Manage finances	BSB07 Business Services
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements	BSB07 Business Services
BSBFRA402B	Establish a franchise	BSB07 Business Services
BSBFRA403B	Manage relationship with franchisor	BSB07 Business Services
BSBFRA502B	Manage a franchise operation	BSB07 Business Services
BSBHRM403B	Support performance management processes	BSB07 Business Services
BSBHRM513A	Manage workforce planning	BSB07 Business Services
BSBHRM604A	Manage employee relations	BSB07 Business Services
BSBINN201A	Contribute to workplace innovation	BSB07 Business Services

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Unit Code	Unit Title	Training Package Origin
BSBINN301A	Promote innovation in a team environment	BSB07 Business Services
BSBINN501A	Establish systems that support innovation	BSB07 Business Services
BSBINN502A	Build and sustain an innovative work environment	BSB07 Business Services
BSBINN601B	Manage organisational change	BSB07 Business Services
BSBIPR401A	Use and respect copyright	BSB07 Business Services
BSBIPR501A	Manage intellectual property to protect and grow business	BSB07 Business Services
BSBITA401A	Design databases	BSB07 Business Services
BSBITU102A	Develop keyboard skills	BSB07 Business Services
BSBITU201A	Produce simple word processed documents	BSB07 Business Services
BSBITU202A	Create and use spreadsheets	BSB07 Business Services
BSBITU203A	Communicate electronically	BSB07 Business Services
BSBITU301A	Create and use databases	BSB07 Business Services
BSBITU302B	Create electronic presentations	BSB07 Business Services
BSBITU305A	Conduct online transactions	BSB07 Business Services
BSBITU306A	Design and produce business documents	BSB07 Business Services
BSBITU307A	Develop keyboarding speed and accuracy	BSB07 Business Services
BSBITU309A	Produce desktop published documents	BSB07 Business Services
BSBITU402A	Develop and use complex spreadsheets	BSB07 Business Services
BSBMGT405A	Provide personal leadership	BSB07 Business Services
BSBMGT515A	Manage operational plan	BSB07 Business Services
BSBMGT516C	Facilitate continuous improvement	BSB07 Business Services
BSBMGT608C	Manage innovation and continuous improvement	BSB07 Business Services

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Unit Code	Unit Title	Training Package Origin
BSBMGT617A	Develop and implement a business plan	BSB07 Business Services
BSBMKG401B	Profile the market	BSB07 Business Services
BSBMKG412A	Conduct e-marketing communications	BSB07 Business Services
BSBMKG509A	Implement and monitor direct marketing activities	BSB07 Business Services
BSBMKG510B	Plan e-marketing communications	BSB07 Business Services
BSBMKG605B	Evaluate international marketing opportunities	BSB07 Business Services
BSBMKG606B	Manage international marketing programs	BSB07 Business Services
BSBMKG607B	Manage market research	BSB07 Business Services
BSBOHS606B	Develop and implement crisis management processes	BSB07 Business Services
BSBPUB401A	Develop and apply knowledge of the public relations industry	BSB07 Business Services
BSBPUB403A	Develop public relations documents	BSB07 Business Services
BSBREL401A	Establish networks	BSB07 Business Services
BSBREL402A	Build client relationships and business networks	BSB07 Business Services
BSBRES401A	Analyse and present research information	BSB07 Business Services
BSBRSK501B	Manage risk	BSB07 Business Services
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07 Business Services
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07 Business Services

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Unit Code	Unit Title	Training Package Origin
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services
BSBWOR202A	Organise and complete daily work activities	BSB07 Business Services
BSBWOR203B	Work effectively with others	BSB07 Business Services
BSBWOR204A	Use business technology	BSB07 Business Services
BSBWRT401A	Write complex documents	BSB07 Business Services
CHC08 Community Services		
CHCAC318B	Work effectively with older people	CHC08 Community Services
CPP07 Property Services		
CPPCLO1040A	Prepare for work in the cleaning industry	CPP07 Property Services
CPPCLO2001A	Maintain hard floor surfaces	CPP07 Property Services
CPPCLO2004A	Maintain carpeted floors	CPP07 Property Services
CPPCLO2009A	Clean glass surfaces	CPP07 Property Services
CPPCLO2010A	Clean ceiling surfaces and fittings	CPP07 Property Services
CPPCLO2017A	Clean wet areas	CPP07 Property Services
CPPCLO2019A	Sort and remove waste and recyclable materials	CPP07 Property Services
CPPCLO2035A	Maintain cleaning storage areas	CPP07 Property Services
CPPCLO3013A	Clean window coverings	CPP07 Property Services
CPPCLO3016A	Wash furniture and fittings	CPP07 Property Services
CPPDSM5021A	Implement asset maintenance strategy	CPP07 Property Services
CPPDSM5022A	Implement asset management plan	CPP07 Property Services
CPPDSM5023A	Implement facilities management plan	CPP07 Property Services
CPPDSM5027A	Provide facilities and amenities for property users	CPP07 Property Services

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Unit Code	Unit Title	Training Package Origin
CPPSEC2012A	Monitor and control individual and crowd behaviour	CPP07 Property Services
CPPSEC3017A	Plan and conduct evacuation of premises	CPP07 Property Services
CPPSEC3018A	Provide for the safety of persons at risk	CPP07 Property Services
CUE03 Entertainment		
CUEAUD06B	Apply a general knowledge of vision systems to work activities	CUE03 Entertainment
CUEEVT03B	Integrate knowledge of creative and technical production into management processes	CUE03 Entertainment
CUEFOH03C	Provide seating and ticketing advice	CUE03 Entertainment
CUEFOH04C	Usher patrons	CUE03 Entertainment
CUEFOH06C	Manage venue services	CUE03 Entertainment
CUEFOH08B	Process incoming customer orders	CUE03 Entertainment
CUEFOH10B	Monitor entry to a venue	CUE03 Entertainment
CUELGT05C	Record and operate standard lightening cues	CUE03 Entertainment
CUELGT09B	Apply a general knowledge of lightening to work activities	CUE03 Entertainment
CUEPMT11B	Manage the production process	CUE03 Entertainment
CUEPRP02B	Research, obtain and prepare props	CUE03 Entertainment
CUESET05C	Apply set construction techniques	CUE03 Entertainment
CUESMT05C	Stage manage the production/ event	CUE03 Entertainment
CUESMT08B	Call the production/ event	CUE03 Entertainment
CUESMT10B	Organise and facilitate rehearsals	CUE03 Entertainment
CUESMT11B	Create, update and use production reference documents	CUE03 Entertainment

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Unit Code	Unit Title	Training Package Origin
CUESOU07B	Apply a general knowledge of audio to work activities	CUE03 Entertainment
CUESTA01C	Install staging elements	CUE03 Entertainment
CUESTA05C	Apply a general knowledge of staging to work activities	CUE03 Entertainment
CUETEM03C	Establish and manage production requirements and resources	CUE03 Entertainment
CUETEM06B	Organise and monitor bump in/ bump out	CUE03 Entertainment
CUETEM07B	Tour the production	CUE03 Entertainment
CUETGE05C	Maintain physical production elements	CUE03 Entertainment
CUETGE15B	Handle physical elements safely during bump in/ bump out	CUE03 Entertainment
CUF07 Screen and Media		
CUFCMP301A	Implement copyright arrangements	CUF07 Screen and Media
CUFCMP501A	Manage and exploit copyright arrangements	CUF07 Screen and Media
CUFDIG303A	Produce and prepare photo images	CUF07 Screen and Media
CUFIND401A	Provide services on a freelance basis	CUF07 Screen and Media
CUFPPM408A	Compile production schedules	CUF07 Screen and Media
CUFWRT301A	Write content for a range of media	CUF07 Screen and Media
CUL04 Museum and Library – Information Services		
CULMS008B	Conceive, develop and realise exhibition designs	CUL04 Museum and Library – Information Services
CULMS201C	Develop and apply knowledge of the museum industry	CUL04 Museum and Library – Information Services
CUL11 Library, Information and Cultural Services		
CULCNM201A	Monitor collections for changes in condition	CUL11 Library, Information and Cultural Services

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Unit Code	Unit Title	Training Package Origin
CULEVP201A	Assist with the presentation of public activities and events	CUL11 Library, Information and Cultural Services
CULEVP403A	Install and dismantle exhibition elements	CUL11 Library, Information and Cultural Services
CULEVP501A	Coordinate the installation and dismantling of exhibitions	CUL11 Library, Information and Cultural Services
CULEVP504A	Develop exhibition concepts	CUL11 Library, Information and Cultural Services
CULREL501A	Develop and maintain community and stakeholder relationships	CUL11 Library, Information and Cultural Services
CUS09 Music		
CUSFIM501A	Secure funding for projects	CUS09 Music
CUSMKG301A	Assist with the promotion of creative acts	CUS09 Music
CUSMKG501A	Manage the promotion of creative acts	CUS09 Music
CUV11 Visual Arts, Crafts and Design		
CUVACD302A	Produce computer-aided drawings	CUV11 Visual Arts, Crafts and Design
CUVFIM401A	Obtain revenue to support operations	CUV11 Visual Arts, Crafts and Design
CUVIND501B	Maintain and apply creative arts industry knowledge	CUV11 Visual Arts, Crafts and Design
CUVPUB501A	Develop and manage public relations strategies	CUV11 Visual Arts, Crafts and Design
FNS10 Financial Services		
FNSACC406A	Set up and operate a computerised accounting system	FNS10 Financial Services
HLT Health		
HLTAID003	Provide first aid	HLT Health
HLTAID005	Provide first aid in remote situations	HLT Health

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Unit Code	Unit Title	Training Package Origin
HLT07 Health		
HLTNA303D	Plan and modify meals and menus according to nutrition care plans	HLT07 Health
ICA11 Information and Communications Technology		
ICAICT104A	Use digital devices	ICA11 Information and Communications Technology
ICAWEB201A	Use social media tools for collaboration and engagement	ICA11 Information and Communications Technology
MEM05 Metal and Engineering		
MEM18001C	Use hand tools	MEM05 Metal and Engineering
MEM18002B	Use power tools/ hand held operations	MEM05 Metal and Engineering
MSS11 Sustainability		
MSS405070A	Develop and manage sustainable energy practices	MSS11 Sustainability
PUA12 Public Safety		
PUAPOLGD015A	Employ media strategies	PUA00 Public Safety
PUAWER004B	Respond to workplace emergencies	PUA00 Public Safety
RII09 Resources and Infrastructure Industry		
RIISAM204B	Operate small plant and equipment	RII09 Resources and Infrastructure Industry
SIF Funeral Services		
SIFCBGM001	Provide general grounds care	SIF Funeral Services
SIFCBGM002	Maintain property and structures	SIF Funeral Services
SIFCBGM007	Evaluate building and grounds maintenance and development needs	SIF Funeral Services
SIFCBGM008	Coordinate building and grounds maintenance and development	SIF Funeral Services

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Unit Code	Unit Title	Training Package Origin
SIR07 Retail Services		
SIRRRPK006A	Recommend liquor products	SIR07 Retail Services
SIRXMER201	Merchandise products	SIR07 Retail Services
SIRXRSK201	Minimise loss	SIR07 Retail Services
SIRXSLS002A	Advise on products and services	SIR07 Retail Services
SIRXSLS201	Sell products and services	SIR07 Retail Services
SIS10 Sport, Fitness and Recreation		
SISCAQU201A	Monitor pool water quality	SIS10 Sport, Fitness and Recreation
TAE10 Training and Education		
TAEASS301B	Contribute to assessment	TAE10 Training and Education
TAEDEL301A	Provide work skill instruction	TAE10 Training and Education
TAEDEL404A	Mentor in the workplace	TAE10 Training and Education
TLI10 Transport and Logistics		
TLIB2003A	Carry out vehicle servicing and maintenance	TLI10 Transport and Logistics
TLIC1051A	Operate a commercial vehicle	TLI10 Transport and Logistics
TLIC2025A	Operate a four wheel drive vehicle	TLI10 Transport and Logistics
TLIC3042A	Operate coach/ bus	TLI10 Transport and Logistics
TLIE1005A	Carry out basic workplace calculations	TLI10 Transport and Logistics
UEG11 Gas Industry		
UEGNSG604B	Fill gas cylinders	UEG06 Gas Industry

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Summary Mapping of SIT12 V1 Tourism, Travel and Hospitality Training Package to SIT12 V2 Tourism, Travel and Hospitality Training Package

Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SIT10112 Certificate I in Tourism (Australian Indigenous Culture)	SIT10112 Certificate I in Tourism (Australian Indigenous Culture)	E • No change.
SIT10212 Certificate I in Hospitality	SIT10213 Certificate I in Hospitality	E • Intent of the qualification remains unchanged. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. • Core units reduced from 4 to 3 units. Elective units increased from 2 to 3 units.
SIT20112 Certificate II in Tourism	SIT20112 Certificate II in Tourism	E • No change.
SIT20212 Certificate II in Hospitality	SIT20213 Certificate II in Hospitality	E • Intent of the qualification remains unchanged. • SITXCOM201 Show social and cultural sensitivity replaces a core unit. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group.

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Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
		• Total number of units increased by 1. Elective units increased from 5 to 6 units.
SIT20312 Certificate II in Kitchen Operations	SIT20312 Certificate II in Kitchen Operations	E • No change.
SIT20412 Certificate II in Asian Cookery	SIT20412 Certificate II in Asian Cookery	E • No change.
SIT20512 Certificate II in Holiday Parks and Resorts	SIT20512 Certificate II in Holiday Parks and Resorts	E • No change.
SIT30112 Certificate III in Tourism	SIT30112 Certificate III in Tourism	E • No change.
SIT31312 Certificate III in Travel	SIT31312 Certificate III in Travel	E • No change.
SIT30512 Certificate III in Guiding	SIT30513 Certificate III in Guiding	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT30612 Certificate III in Events	SIT30612 Certificate III in Events	E • No change.
SIT30712 Certificate III in Hospitality	SIT30713 Certificate III in Hospitality	E • Intent of the qualification remains unchanged. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective

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Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
		group. • Core units reduced from 8 to 7 units. Elective units increased from 7 to 8 units.
SIT30812 Certificate III in Commercial Cookery	SIT30813 Certificate III in Commercial Cookery	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT30912 Certificate III in Asian Cookery	SIT30913 Certificate III in Asian Cookery	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT31012 Certificate III in Catering Operations	SIT31013 Certificate III in Catering Operations	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT31112 Certificate III in Patisserie	SIT31112 Certificate III in Patisserie	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT31212 Certificate III in Holiday Parks and Resorts	SIT31212 Certificate III in Holiday Parks and Resorts	E • No change.
SIT40112 Certificate IV in Guiding	SIT40112 Certificate IV in Guiding	E • No change.

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Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SIT40212 Certificate IV in Travel and Tourism	SIT40212 Certificate IV in Travel and Tourism	E • No change.
SIT40312 Certificate IV in Hospitality	SIT40313 Certificate IV in Hospitality	E • Intent of the qualification remains unchanged. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. • Core units reduced from 10 to 9 units. Elective units increased from 11 to 12 units.
SIT40412 Certificate IV in Commercial Cookery	SIT40413 Certificate IV in Commercial Cookery	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT40512 Certificate IV in Asian Cookery	SIT40513 Certificate IV in Asian Cookery	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT40612 Certificate IV in Catering Operations	SIT40613 Certificate IV in Catering Operations	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003

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Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
		Provide first aid.
SIT40712 Certificate IV in Patisserie	SIT40713 Certificate IV in Patisserie	E • Intent of the qualification remains unchanged. • HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.
SIT40812 Certificate IV in Holiday Parks and Resorts	SIT40812 Certificate IV in Holiday Parks and Resorts	E • No change.
SIT50112 Diploma of Travel and Tourism	SIT50112 Diploma of Travel and Tourism	E • No change.
SIT50212 Diploma of Events	SIT50212 Diploma of Events	E • No change.
SIT50312 Diploma of Hospitality	SIT50313 Diploma of Hospitality	E • Intent of the qualification remains unchanged. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. • Core units reduced from 14 to 13 units. Elective units increased from 14 to 15 units.
SIT50412 Diploma of Holiday Parks and Resorts	SIT50412 Diploma of Holiday Parks and Resorts	E • No change.
SIT60112 Advanced Diploma of Travel and	SIT60112 Advanced Diploma of Travel and Tourism	E

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Mapping of SIT12 Version 2 - Qualifications		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
Tourism		• No change.
SIT60212 Advanced Diploma of Events	SIT60212 Advanced Diploma of Events	E • No change.
SIT60312 Advanced Diploma of Hospitality	SIT60313 Advanced Diploma of Hospitality	E • Intent of the qualification remains unchanged. • SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. • SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. • Core units reduced from 17 to 16 units. Elective units increased from 16 to 17 units.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
Accommodation Services		
SITHACS303 Provide accommodation reception services	SITHACS303 Provide accommodation reception services	E • No change.
SITHACS302 Conduct night audit	SITHACS302 Conduct night audit	E • No change.
SITHACS204 Provide porter services	SITHACS204 Provide porter services	E • No change.
SITHACS201 Provide housekeeping services to guests	SITHACS201 Provide housekeeping services to guests	E • No change.
SITHACS202 Prepare rooms for guests	SITHACS202 Prepare rooms for guests	E • No change.
SITHACS101 Clean premises and equipment	SITHACS101 Clean premises and equipment	E • No change.
SITHACS203 Launder linen and guest clothes	SITHACS203 Launder linen and guest clothes	E • No change.
SITHACS301 Provide valet service	SITHACS301 Provide valet service	E • No change.
Asian Cookery		
SITHASC201 Produce dishes using basic methods of Asian cookery	SITHASC201 Produce dishes using basic methods of Asian cookery	E • No change.
SITHASC202 Produce Asian appetisers and snacks	SITHASC202 Produce Asian appetisers and snacks	E • No change.
SITHASC203 Produce Asian stocks and soups	SITHASC203 Produce Asian stocks and soups	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHASC204 Produce Asian sauces, dips and accompaniments	SITHASC204 Produce Asian sauces, dips and accompaniments	E • No change.
SITHASC205 Produce Asian salads	SITHASC205 Produce Asian salads	E • No change.
SITHASC206 Produce Asian rice and noodles	SITHASC206 Produce Asian rice and noodles	E • No change.
SITHASC207 Produce curry pastes and powders	SITHASC207 Produce curry pastes and powders	E • No change.
SITHASC301 Produce Asian cooked dishes	SITHASC301 Produce Asian cooked dishes	E • No change.
SITHASC302 Produce Asian desserts	SITHASC302 Produce Asian desserts	E • No change.
SITHASC303 Produce Japanese cooked dishes	SITHASC303 Produce Japanese cooked dishes	E • No change.
SITHASC304 Produce sashimi	SITHASC304 Produce sashimi	E • No change.
SITHASC305 Produce sushi	SITHASC305 Produce sushi	E • No change.
SITHASC306 Produce Japanese desserts	SITHASC306 Produce Japanese desserts	E • No change.
SITHASC307 Produce dim sum	SITHASC307 Produce dim sum	E • No change.
SITHASC308 Produce Chinese roast meat and poultry dishes	SITHASC308 Produce Chinese roast meat and poultry dishes	E • No change.
SITHASC309 Produce	SITHASC309 Produce	E

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
tandoori dishes	tandoori dishes	• No change.
SITHASC310 Produce Indian breads	SITHASC310 Produce Indian breads	E • No change.
SITHASC311 Produce Indian sweetmeats	SITHASC311 Produce Indian sweetmeats	E • No change.
SITHASC312 Produce Indian pickles and chutneys	SITHASC312 Produce Indian pickles and chutneys	E • No change.
Commercial Cookery and Catering		
SITHCCC101 Use food preparation equipment	SITHCCC101 Use food preparation equipment	E • No change.
SITHCCC102 Prepare simple dishes	SITHCCC102 Prepare simple dishes	E • No change.
SITHCCC103 Prepare sandwiches	SITHCCC103 Prepare sandwiches	E • No change.
SITHCCC104 Package prepared foodstuffs	SITHCCC104 Package prepared foodstuffs	E • No change.
SITHCCC201 Produce dishes using basic methods of cookery	SITHCCC201 Produce dishes using basic methods of cookery	E • No change.
SITHCCC202 Produce appetisers and salads	SITHCCC202 Produce appetisers and salads	E • No change.
SITHCCC203 Produce stocks, sauces and soups	SITHCCC203 Produce stocks, sauces and soups	E • No change.
SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes	SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHCCC205 Produce cook-chill and cook-freeze foods	SITHCCC205 Produce cook-chill and cook-freeze foods	E • No change.
SITHCCC206 Rethermalise chilled and frozen foods	SITHCCC206 Rethermalise chilled and frozen foods	E • No change.
SITHCCC207 Use cookery skills effectively	SITHCCC207 Use cookery skills effectively	E • No change.
SITHCCC301 Produce poultry dishes	SITHCCC301 Produce poultry dishes	E • No change.
SITHCCC302 Produce seafood dishes	SITHCCC302 Produce seafood dishes	E • No change.
SITHCCC303 Produce meat dishes	SITHCCC303 Produce meat dishes	E • No change.
SITHCCC304 Produce and serve food for buffets	SITHCCC304 Produce and serve food for buffets	E • No change.
SITHCCC305 Produce pates and terrines	SITHCCC305 Produce pates and terrines	E • No change.
SITHCCC306 Handle and serve cheese	SITHCCC306 Handle and serve cheese	E • No change.
SITHCCC307 Prepare food to meet special dietary requirements	SITHCCC307 Prepare food to meet special dietary requirements	E • No change.
SITHCCC308 Produce cakes, pastries and breads	SITHCCC308 Produce cakes, pastries and breads	E • No change.
SITHCCC309 Work effectively as a cook	SITHCCC309 Work effectively as a cook	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHCCC401 Produce specialised food items	SITHCCC401 Produce specialised food items	E • No change.
Events		
SITXEVT301 Access information on event operations	SITXEVT301 Access information on event operations	E • No change.
SITXEVT302 Process and monitor event registrations	SITXEVT302 Process and monitor event registrations	E • No change.
SITXEVT303 Coordinate on-site event registrations	SITXEVT303 Coordinate on-site event registrations	E • No change.
SITXEVT304 Provide event staging support	SITXEVT304 Provide event staging support	E • No change.
SITXEVT401 Plan in-house events or functions	SITXEVT401 Plan in-house events or functions	E • No change.
SITXEVT501 Develop conference programs	SITXEVT501 Develop conference programs	E • No change.
SITXEVT502 Select event venues and sites	SITXEVT502 Select event venues and sites	E • No change.
SITXEVT503 Manage event staging components	SITXEVT503 Manage event staging components	E • No change.
SITXEVT504 Organise event infrastructure	SITXEVT504 Organise event infrastructure	E • No change.
SITXEVT505 Manage on-site event operations	SITXEVT505 Manage on-site event operations	E • No change.
SITXEVT601 Research event trends and practice	SITXEVT601 Research event trends and practice	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITXEVT602 Develop event concepts	SITXEVT602 Develop event concepts	E • No change.
SITXEVT603 Determine event feasibility	SITXEVT603 Determine event feasibility	E • No change.
SITXEVT604 Develop and implement event management plans	SITXEVT604 Develop and implement event management plans	E • No change.
SITXEVT605 Develop event transport plans	SITXEVT605 Develop event transport plans	E • No change.
SITXEVT606 Develop crowd management plans	SITXEVT606 Develop crowd management plans	E • No change.
SITXEVT607 Develop multi-venue event plans	SITXEVT607 Develop multi-venue event plans	E • No change.
SITXEVT608 Plan and allocate exhibition space	SITXEVT608 Plan and allocate exhibition space	E • No change.
SITXEVT609 Recruit and manage exhibitors	SITXEVT609 Recruit and manage exhibitors	E • No change.
Food and Beverage		
SITHFAB101 Clean and tidy bar areas	SITHFAB101 Clean and tidy bar areas	E • No change.
SITHFAB201 Provide responsible service of alcohol	SITHFAB201 Provide responsible service of alcohol	E • No change.
SITHFAB202 Operate a bar	SITHFAB202 Operate a bar	E • No change.
SITHFAB203 Prepare and serve non-alcoholic	SITHFAB203 Prepare and serve non-alcoholic beverages	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
beverages		
SITHFAB204 Prepare and serve espresso coffee	SITHFAB204 Prepare and serve espresso coffee	E • No change.
SITHFAB205 Provide room service	SITHFAB205 Provide room service	E • No change.
SITHFAB206 Serve food and beverage	SITHFAB206 Serve food and beverage	E • No change.
SITHFAB301 Operate and monitor cellar systems	SITHFAB301 Operate and monitor cellar systems	E • No change.
SITHFAB302 Conduct a product tasting for alcoholic beverages	SITHFAB302 Conduct a product tasting for alcoholic beverages	E • No change.
SITHFAB303 Prepare and serve cocktails	SITHFAB303 Prepare and serve cocktails	E • No change.
SITHFAB304 Provide advice on beers, spirits and liqueurs	SITHFAB304 Provide advice on beers, spirits and liqueurs	E • No change.
SITHFAB305 Provide advice on Australian wines	SITHFAB305 Provide advice on Australian wines	E • No change.
SITHFAB306 Provide advice on imported wines	SITHFAB306 Provide advice on imported wines	E • No change.
SITHFAB307 Provide table service of food and beverage	SITHFAB307 Provide table service of food and beverage	E • No change.
SITHFAB308 Provide silver service	SITHFAB308 Provide silver service	E • No change.
SITHFAB309 Provide advice on food	SITHFAB309 Provide advice on food	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHFAB310 Provide advice on food and beverage matching	SITHFAB310 Provide advice on food and beverage matching	E • No change.
SITHFAB311 Provide gueridon service	SITHFAB311 Provide gueridon service	E • No change.
SITHFAB401 Plan and monitor espresso coffee service	SITHFAB401 Plan and monitor espresso coffee service	E • No change.
SITHFAB501 Manage the sale or service of wine	SITHFAB501 Manage the sale or service of wine	E • No change.
Gaming		
SITHGAM201 Provide responsible gambling services	SITHGAM201 Provide responsible gambling services	E • No change.
SITHGAM202 Attend gaming machines	SITHGAM202 Attend gaming machines	E • No change.
SITHGAM203 Operate a TAB outlet	SITHGAM203 Operate a TAB outlet	E • No change.
SITHGAM204 Conduct Keno games	SITHGAM204 Conduct Keno games	E • No change.
SITHGAM301 Analyse and report on gaming machine data	SITHGAM301 Analyse and report on gaming machine data	E • No change.
SITHGAM302 Operate table games	SITHGAM302 Operate table games	E • No change.
SITHGAM303 Deal Baccarat games	SITHGAM303 Deal Baccarat games	E • No change.
SITHGAM304 Conduct	SITHGAM304 Conduct Big	E

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
Big Wheel games	Wheel games	• No change.
SITHGAM305 Deal Blackjack games	SITHGAM305 Deal Blackjack games	E • No change.
SITHGAM306 Deal Poker games	SITHGAM306 Deal Poker games	E • No change.
SITHGAM307 Deal Pontoon games	SITHGAM307 Deal Pontoon games	E • No change.
SITHGAM308 Conduct Rapid Roulette games	SITHGAM308 Conduct Rapid Roulette games	E • No change.
SITHGAM309 Conduct Roulette games	SITHGAM309 Conduct Roulette games	E • No change.
SITHGAM310 Conduct Sic Bo games	SITHGAM310 Conduct Sic Bo games	E • No change.
SITHGAM501 Manage gaming activities	SITHGAM501 Manage gaming activities	E • No change.
Guiding		
SITTGDE101 Interpret aspects of local Australian Indigenous culture	SITTGDE101 Interpret aspects of local Australian Indigenous culture	E • No change.
SITTGDE301 Work as a guide	SITTGDE301 Work as a guide	E • No change.
SITTGDE302 Provide arrival and departure assistance	SITTGDE302 Provide arrival and departure assistance	E • No change.
SITTGDE303 Lead tour groups	SITTGDE303 Lead tour groups	E • No change.
SITTGDE304 Prepare and	SITTGDE304 Prepare and	E

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
present tour commentaries or activities	present tour commentaries or activities	• No change.
SITTGDE305 Develop and maintain the general and regional knowledge required by guides	SITTGDE305 Develop and maintain the general and regional knowledge required by guides	E • No change.
SITTGDE306 Research and share general information on Australian Indigenous cultures	SITTGDE306 Research and share general information on Australian Indigenous cultures	E • No change.
SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape	SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape	E • No change.
SITTGDE308 Prepare specialised interpretive content on marine environments	SITTGDE308 Prepare specialised interpretive content on marine environments	E • No change.
SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments	SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments	E • No change.
SITTGDE401 Coordinate and operate tours	SITTGDE401 Coordinate and operate tours	E • No change.
SITTGDE402 Manage extended touring programs	SITTGDE402 Manage extended touring programs	E • No change.
Kitchen Operations		
SITHKOP101 Clean kitchen premises and equipment	SITHKOP101 Clean kitchen premises and equipment	E • No change.
SITHKOP302 Plan and	SITHKOP302 Plan and cost	E

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
cost basic menus	basic menus	• No change.
SITHKOP401 Plan and display buffets	SITHKOP401 Plan and display buffets	E • No change.
SITHKOP402 Develop menus for special dietary requirements	SITHKOP402 Develop menus for special dietary requirements	E • No change.
SITHKOP403 Coordinate cooking operations	SITHKOP403 Coordinate cooking operations	E • No change.
SITHKOP404 Plan catering for events or functions	SITHKOP404 Plan catering for events or functions	E • No change.
SITHKOP501 Design and cost menus	SITHKOP501 Design and cost menus	E • No change.
SITHKOP502 Select catering systems	SITHKOP502 Select catering systems	E • No change.
Patisserie		
SITHPAT301 Produce cakes	SITHPAT301 Produce cakes	E • No change.
SITHPAT302 Produce gateaux, torten and cakes	SITHPAT302 Produce gateaux, torten and cakes	E • No change.
SITHPAT303 Produce pastries	SITHPAT303 Produce pastries	E • No change.
SITHPAT304 Produce yeast based bakery products	SITHPAT304 Produce yeast based bakery products	E • No change.
SITHPAT305 Produce petits fours	SITHPAT305 Produce petits fours	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHPAT306 Produce desserts	SITHPAT306 Produce desserts	E • No change.
SITHPAT401 Prepare and model marzipan	SITHPAT401 Prepare and model marzipan	E • No change.
SITHPAT402 Produce chocolate confectionery	SITHPAT402 Produce chocolate confectionery	E • No change.
SITHPAT403 Model sugar based decorations	SITHPAT403 Model sugar based decorations	E • No change.
SITHPAT404 Design and produce sweet buffet showpieces	SITHPAT404 Design and produce sweet buffet showpieces	E • No change.
Planning and Product Development		
SITTPPD401 Package tourism products	SITTPPD401 Package tourism products	E • No change.
SITTPPD402 Develop interpretive activities	SITTPPD402 Develop interpretive activities	E • No change.
SITTPPD403 Coordinate and operate sustainable tourism activities	SITTPPD403 Coordinate and operate sustainable tourism activities	E • No change.
SITTPPD404 Develop in-house recreational activities	SITTPPD404 Develop in-house recreational activities	E • No change.
SITTPPD501 Develop host community awareness of tourism	SITTPPD501 Develop host community awareness of tourism	E • No change.
SITTPPD502 Assess tourism opportunities for local communities	SITTPPD502 Assess tourism opportunities for local communities	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITTPPD503 Research and analyse tourism data	SITTPPD503 Research and analyse tourism data	E • No change.
SITTPPD601 Develop tourism products	SITTPPD601 Develop tourism products	E • No change.
SITTPPD602 Develop environmentally sustainable tourism operations	SITTPPD602 Develop environmentally sustainable tourism operations	E • No change.
SITTPPD603 Develop culturally appropriate tourism operations	SITTPPD603 Develop culturally appropriate tourism operations	E • No change.
SITTPPD604 Develop and implement local or regional tourism plan	SITTPPD604 Develop and implement local or regional tourism plan	E • No change.
Tour Operations		
SITTTOP301 Load touring equipment	SITTTOP301 Load touring equipment	E • No change.
SITTTOP302 Provide outdoor catering	SITTTOP302 Provide outdoor catering	E • No change.
SITTTOP401 Allocate tour or activity resources	SITTTOP401 Allocate tour or activity resources	E • No change.
SITTTOP402 Set up and operate a camp site	SITTTOP402 Set up and operate a camp site	E • No change.
SITTTOP403 Operate tours in a remote area	SITTTOP403 Operate tours in a remote area	E • No change.
Tourism Sales and Operations		
SITTTSL201 Operate an online information system	SITTTSL201 Operate an online information system	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITTTSL202 Access and interpret product information	SITTTSL202 Access and interpret product information	E • No change.
SITTTSL301 Provide advice on international destinations	SITTTSL301 Provide advice on international destinations	E • No change.
SITTTSL302 Provide advice on Australian destinations	SITTTSL302 Provide advice on Australian destinations	E • No change.
SITTTSL303 Sell tourism products and services	SITTTSL303 Sell tourism products and services	E • No change.
SITTTSL304 Prepare quotations	SITTTSL304 Prepare quotations	E • No change.
SITTTSL305 Process reservations	SITTTSL305 Process reservations	E • No change.
SITTTSL306 Book supplier services	SITTTSL306 Book supplier services	E • No change.
SITTTSL307 Process travel-related documentation	SITTTSL307 Process travel-related documentation	E • No change.
SITTTSL308 Use a computerised reservations or operations system	SITTTSL308 Use a computerised reservations or operations system	E • No change.
SITTTSL309 Source airfares for domestic flights	SITTTSL309 Source airfares for domestic flights	E • No change.
SITTTSL310 Construct normal international airfares	SITTTSL310 Construct normal international airfares	E • No change.
SITTTSL311 Construct	SITTTSL311 Construct	E

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
promotional international airfares	promotional international airfares	• No change.
SITTTSL312 Construct advanced international airfares	SITTTSL312 Construct advanced international airfares	E • No change.
SITTTSL313 Administer billing and settlement plan	SITTTSL313 Administer billing and settlement plan	E • No change.
	SITTTSL314 Provide specialist advice on cruises	New unit.
SITTTSL401 Maintain a product inventory	SITTTSL401 Maintain a product inventory	E • No change.
Venue and Facility Operations		
SITTVAF201 Load and unload a ride	SITTVAF201 Load and unload a ride	E • No change.
SITTVAF301 Operate a ride location	SITTVAF301 Operate a ride location	E • No change.
SITTVAF302 Operate a games location	SITTVAF302 Operate a games location	E • No change.
SITTVAF303 Tow and site recreational vehicles	SITTVAF303 Tow and site recreational vehicles	E • No change.
Working in Industry		
	SITHIND101 Use hygienic practices for hospitality service	New unit.
SITHIND201 Source and use information on the hospitality industry	SITHIND201 Source and use information on the hospitality industry	E • No change.

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Mapping of SIT12 Version 2 – Units of Competency		
SIT12 Version 1 Code and title	**SIT12 Version 2 Code and title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITHIND202 Use hospitality skills effectively	SITHIND202 Use hospitality skills effectively	E • No change.
SITHIND301 Work effectively in hospitality service	SITHIND301 Work effectively in hospitality service	E • No change.
Working in Industry - Tourism		
SITTIND201 Source and use information on the tourism and travel industry	SITTIND201 Source and use information on the tourism and travel industry	E • No change.
SITTIND202 Source and use information on the holiday park and resort industry	SITTIND202 Source and use information on the holiday park and resort industry	E • No change.

Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
Administration		
SITXADM501 Prepare and present proposals	SITXADM501 Prepare and present proposals	E • No change.
Client and Customer Service		
SITXCCS101 Provide information and assistance	SITXCCS101 Provide information and assistance	E • No change.
SITXCCS201 Provide visitor information	SITXCCS201 Provide visitor information	E

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
		• No change.
SITXCCS202 Interact with customers	SITXCCS202 Interact with customers	E • No change.
SITXCCS301 Provide lost and found services	SITXCCS301 Provide lost and found services	E • No change.
SITXCCS302 Provide club reception services	SITXCCS302 Provide club reception services	E • No change.
SITXCCS303 Provide service to customers	SITXCCS303 Provide service to customers	E • No change.
SITXCCS401 Enhance the customer service experience	SITXCCS401 Enhance the customer service experience	E • No change.
SITXCCS501 Manage quality customer service	SITXCCS501 Manage quality customer service	E • No change.
Communication and Teamwork		
SITXCOM101 Source and present information	SITXCOM101 Source and present information	E • No change.
SITXCOM201 Show social and cultural sensitivity	SITXCOM201 Show social and cultural sensitivity	E • No change.
SITXCOM202 Provide a briefing or scripted commentary	SITXCOM202 Provide a briefing or scripted commentary	E • No change.
SITXCOM301 Address protocol requirements	SITXCOM301 Address protocol requirements	E • No change.
SITXCOM401 Manage conflict	SITXCOM401 Manage conflict	E

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
		• No change.
Computer Operations and ICT Management		
SITXICT401 Build and launch a small business website	SITXICT401 Build and launch a small business website	E • No change.
Crisis Management		
SITXCRI401 Respond to a customer in crisis	SITXCRI401 Respond to a customer in crisis	E • No change.
SITXCRI601 Manage a business continuity crisis	SITXCRI601 Manage a business continuity crisis	E • No change.
Finance		
SITXFIN201 Process financial transactions	SITXFIN201 Process financial transactions	E • No change.
SITXFIN401 Interpret financial information	SITXFIN401 Interpret financial information	E • No change.
SITXFIN402 Manage finances within a budget	SITXFIN402 Manage finances within a budget	E • No change.
SITXFIN501 Prepare and monitor budgets	SITXFIN501 Prepare and monitor budgets	E • No change.
SITXFIN601 Manage physical assets	SITXFIN601 Manage physical assets	E • No change.
SITXFIN602 Manage revenue	SITXFIN602 Manage revenue	E • No change.
Food Safety		
SITXFSA101 Use hygienic practices for food safety	SITXFSA101 Use hygienic practices for food safety	E • No change.

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITXFSA201 Participate in safe food handling practices	SITXFSA201 Participate in safe food handling practices	E • No change.
SITXFSA202 Transport and store food	SITXFSA202 Transport and store food	E • No change.
SITXFSA401 Develop and implement a food safety program	SITXFSA401 Develop and implement a food safety program	E • No change.
Governance and Legal Compliance		
SITXGLC501 Research and comply with regulatory requirements	SITXGLC501 Research and comply with regulatory requirements	E • No change.
Human Resources Management		
SITXHRM301 Coach others in job skills	SITXHRM301 Coach others in job skills	E • No change.
SITXHRM401 Roster staff	SITXHRM401 Roster staff	E • No change.
SITXHRM402 Lead and manage people	SITXHRM402 Lead and manage people	E • No change.
SITXHRM501 Recruit, select and induct staff	SITXHRM501 Recruit, select and induct staff	E • No change.
SITXHRM502 Manage volunteers	SITXHRM502 Manage volunteers	E • No change.
SITXHRM503 Monitor staff performance	SITXHRM503 Monitor staff performance	E • No change.
Inventory		

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITXINV201 Receive and store stock	SITXINV201 Receive and store stock	E • No change.
SITXINV202 Maintain the quality of perishable items	SITXINV202 Maintain the quality of perishable items	E • No change.
SITXINV301 Purchase goods	SITXINV301 Purchase goods	E • No change.
SITXINV401 Control stock	SITXINV401 Control stock	E • No change.
SITXINV601 Establish stock purchasing and control systems	SITXINV601 Establish stock purchasing and control systems	E • No change.
Languages other than English		
SITXLAN21__ Conduct basic oral communication in a language other than English	SITXLAN21__ Conduct basic oral communication in a language other than English	E • No change.
SITXLAN22__ Conduct routine oral communication in a language other than English	SITXLAN22__ Conduct routine oral communication in a language other than English	E • No change.
SITXLAN31__ Conduct oral communication in a language other than English	SITXLAN31__ Conduct oral communication in a language other than English	E • No change.
SITXLAN32__ Conduct complex oral communication in a language other than English	SITXLAN32__ Conduct complex oral communication in a language other than English	E • No change.
SITXLAN33__ Read and	SITXLAN33__ Read and write	E

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
write information in a language other than English	information in a language other than English	• No change.
SITXLAN34__ Read and write documents in a language other than English	SITXLAN34__ Read and write documents in a language other than English	E • No change.
Management and Leadership		
SITXMGT401 Monitor work operations	SITXMGT401 Monitor work operations	E • No change.
SITXMGT501 Establish and conduct business relationships	SITXMGT501 Establish and conduct business relationships	E • No change.
SITXMGT502 Manage projects	SITXMGT502 Manage projects	E • No change.
Marketing and Public Relations		
SITXMPR401 Coordinate production of brochures and marketing materials	SITXMPR401 Coordinate production of brochures and marketing materials	E • No change.
SITXMPR402 Create a promotional display or stand	SITXMPR402 Create a promotional display or stand	E • No change.
SITXMPR403 Plan and implement sales activities	SITXMPR403 Plan and implement sales activities	E • No change.
SITXMPR404 Coordinate marketing activities	SITXMPR404 Coordinate marketing activities	E • No change.
SITXMPR405 Participate in cooperative online marketing initiatives	SITXMPR405 Participate in cooperative online marketing initiatives	E • No change.

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Cross-Sector Units of Competency Mapping of SIT12 Version 2		
SIT12 Version 1 Code and Title	**SIT12 Version 2 Code and Title**	**Comment in relation to previous version** **E = equivalent** **N = not equivalent**
SITXMPR501 Obtain and manage sponsorship	SITXMPR501 Obtain and manage sponsorship	E • No change.
SITXMPR502 Develop and implement marketing strategies	SITXMPR502 Develop and implement marketing strategies	E • No change.
Work Health and Safety		
SITXWHS101 Participate in safe work practices	SITXWHS101 Participate in safe work practices	E • No change.
SITXWHS301 Identify hazards, assess and control safety risks	SITXWHS301 Identify hazards, assess and control safety risks	E • No change.
SITXWHS401 Implement and monitor work health and safety practices	SITXWHS401 Implement and monitor work health and safety practices	E • No change.
SITXWHS601 Establish and maintain a work health and safety system	SITXWHS601 Establish and maintain a work health and safety system	E • No change.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies

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- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

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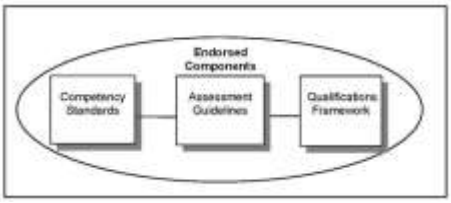
Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

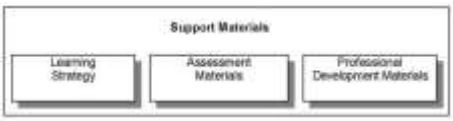
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

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Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title**.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example XYZ10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in SITXEVT019;
- the first three characters signify the Training Package – SIT12 Tourism, Travel and Hospitality Training Package - in the above example and up to eight characters relating to an industry sector, function or skill area follow;
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles

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The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- SIT10112 Certificate I in Tourism (Australian Indigenous Culture)
- SIT40413 Certificate IV in Commercial Cookery.

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- SITHACS101 Clean premises and equipment
- BSBADM502B Manage meetings.

Introduction to the SIT12 Tourism, Travel and Hospitality Training Package

Overview of the Development of Tourism, Travel and Hospitality Training Package

Version 2

The SIT12 Tourism, Travel and Hospitality Training Package Version 2 represents the key changes that were reflected in the SIT12 Tourism, Travel and Hospitality Training Package Version 1 and also contains two new units of competency, and a change to the core of 15 qualifications. These changes ensure that the Training Package continues to remain relevant and responsive to the current and emerging needs and requirements of industry

This review, resulting in the development of SIT12 Version 2, has been funded by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) and managed by Service Skills Australia (SSA). The review was overseen by the Tourism, Travel and Hospitality Industry Advisory Committee and also involved input from a diverse range of employers, employer bodies, public and private RTOs, and government departments.

The following key changes have been incorporated into the Training Package and reflect the skilling requirements of industry:

New units of competency

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Following the submission for endorsement of SIT12 Version 1, SSA received feedback on behalf of the accommodation sector, representing 533 hotels and 27,700 employees around the need to remove SITXFSA101 Use hygienic practices for food safety from the core of all hospitality qualifications. SSA formed an industry technical working group to review this feedback and consider an alternative. This feedback was flagged the submission for endorsement of SIT12 Version 1 where it was identified that this issue would be resolved through continuous improvement. The result of this review was the development of the generic hygiene unit SITHIND101 Use hygienic practices for hospitality service, which is appropriate for all job outcomes of these qualifications.

SIT12 Version 2 also contains a new cruise specialist unit SITTTSL314 Provide specialist advice on cruises, which directly responds to an industry need identified in the 2013 SSA Tourism, Travel and Hospitality Environmental Scan. The development of this unit of competency has been driven by peak travel and cruise bodies to ensure that the training system will produce graduates with the skills and knowledge to work in specialised job roles in this rapidly growing sector.

Changes to qualifications

The development of SITHIND101 Use hygienic practices for hospitality service requires a change to the core and packaging rules for the following revised qualifications:

- SIT10213 Certificate I in Hospitality
- SIT20213 Certificate II in Hospitality
- SIT30713 Certificate III in Hospitality
- SIT40313 Certificate IV in Hospitality
- SIT50313 Diploma of Hospitality
- SIT60313 Advanced Diploma of Hospitality

This change will result in the core of the current qualifications being reduced by ONE unit of competency and the elective requirement being increased by ONE unit of competency:

A new compulsory Group A Elective group has been created containing SITXFSA101 Use hygienic practices for food safety and SITHIND101 Use hygienic practices for hospitality service. One elective is required to be selected from this group, which allows individuals undertaking these qualifications to complete an appropriate personal hygiene or food safety unit of competency.

SIT20213 Certificate II in Hospitality has undergone the same change as the other hospitality qualifications listed however the total number of units required has increased by ONE due to the addition of SITXCOM201 Show social and cultural sensitivity to the core of the qualification. This unit is appropriate for all job outcomes and therefore should be included in the core of this qualification.

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SIT12 Version 1 includes the imported unit HLTFA311A Apply first aid in the core of nine qualifications. This unit of competency has recently been replaced by HLTAID003 Provide first aid, endorsed as part of the HLT Health Training Package and compliant with the Standards for Training Packages. The proposed inclusion of this updated unit of competency in the core of these nine qualifications will allow learners to complete the most up-to-date and relevant training in first aid:

- SIT30513 Certificate III in Guiding
- SIT30813 Certificate III in Commercial Cookery
- SIT30913 Certificate III in Asian Cookery
- SIT31013 Certificate III in Catering Operations
- SIT31113 Certificate III in Patisserie
- SIT40413 Certificate IV in Commercial Cookery
- SIT40513 Certificate IV in Asian Cookery
- SIT40613 Certificate IV in Catering Operations
- SIT40713 Certificate IV in Patisserie

Version 1

The SIT12 Tourism, Travel and Hospitality Training Package represents the review, redevelopment, rationalisation and integration of the previous SIT07 Tourism, Hospitality and Events Training Package.

This review, resulting in the development of SIT12, has been funded by the Department of Education, Employment and Workplace Relations (DEEWR) and managed by Service Skills Australia. The review was directed by a national industry reference group and involved input from a diverse range of employers, employer bodies, employees, unions, public and private RTOs, state training authorities and key government regulators of the tourism, travel and hospitality industry.

The review commenced in January 2011 and was carried out in three industry-aligned phases:

- Phase 1: The Tourism Review includes the tourism qualifications and units
- Phase 2: The Hospitality Review includes the hospitality qualifications and units
- Phase 3: The Events Review includes the events qualifications and units.

The cross-sector units, which apply to all three sectors, were reviewed in each of the three phases.

The primary purpose of the review was to ensure the SIT12 Tourism, Travel and Hospitality Training Package is relevant and responsive to the current and emerging skilling requirements of industry.

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The following key changes have been incorporated into the Training Package. In the majority of cases, the change reflects changes in the industry. Changes have also been a result of policy changes, e.g. changes in the Training Packages Development policy.

Changes impacting the overall Training Package:

- The Training Package name has been updated to include the Tourism, Travel and Hospitality Training Package:
  - The Tourism and Hospitality Industry Advisory Committee made a strategic decision to change the Training Package name so that it succinctly reflects the industries represented by the Training Package.
- Employability skills for each qualification reviewed and refined.
- Qualification packaging rules refined:
  - Less complex units are generally not replicated in the core of higher level qualifications as the higher level units subsume the skills and knowledge of the less complex units. This reduces redundancy within the core of qualifications. However, the packaging rules have sufficient flexibility to allow for inclusion of less complex units via elective selection, if required.
  - The core units represent units that are mandatory for all the job outcomes for the qualification. Elective units represent competencies that are relevant for some of the job outcomes for the qualification. Elective groupings have been used to ensure that units of competencies that affect most job outcomes can be selected, where relevant.
- Changes made in line with the Streamlining policy of VET Products for the 21st Century and the Training Package Development policy:
  - Language has been simplified, and repetitive and unnecessary information removed
  - Qualification titles simplified
  - Units rationalised and redundancy removed within the Training Package, i.e. merging or removing units where content is covered by other units within the Training Package
  - Units rationalised and redundancy removed across Training Packages, i.e. importing units where content is covered by units in other Training Packages.
  - Prerequisites retained only when competency cannot be achieved in a given unit without first gaining essential knowledge and skills from other units.
  - ‘Must’ statements were removed from the Range Statements of units. To ensure the information regarding mandatory components is retained, the ‘must’ requirements have been relocated to the Required knowledge and Critical aspects sections of the unit.
- All unit codes include an AQF level indicator to show the level at which the unit first appears in the qualifications in the Training Package. Units may be included in qualifications at varying levels, where appropriate for the job outcome.
- Assessment information strengthened:
  - Assessor vocational competency requirements in relation to industry experience and currency clarified.
  - Importance of, and in some cases mandatory use of, industry realistic contexts for assessment clarified.

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Cross-sector specific changes:

- Units reviewed for coverage of environmental, economic and social sustainability requirements.
- Units developed for the following competencies to address defined industry needs:
  - Crisis management:
    - Manage a business continuity crisis
    - Respond to a customer in crisis.
  - Revenue and yield management:
    - Manage revenue.
  - Coverage of units broadened to all tourism, travel and hospitality sectors:
    - Prepare and present proposals
    - Purchase goods.
  - Developed to complement the existing suite of customer service units:
    - Interact with customers.
- New cross-sector skill sets developed to address defined industry needs:
  - Business Management
  - Customer Service
  - Customer Service Management
  - Mentoring and Supervision
  - Product Development for International Markets
  - Product Sales for International Markets
  - Service for International Visitors.

Tourism and Travel specific changes:

- Improving the visibility of the Travel industry by including ‘travel’ in the title of relevant qualifications and the name of the Training Package. Inclusion of this terminology brings the Training Package in line with the international approach.
- Qualifications rationalised to ensure they meet industry’s increasing need for multi-skilled workers. Importantly, packaging rules are also flexible enough to allow for qualifications to be tailored for specialist job functions:
  - Certificate III in Travel broadened to cover the Tour Wholesaling outcome. Certificate III in Tourism (Tour Wholesaling) removed.
  - Certificate III in Tourism broadened to cover the Visitor Information Service outcome. Certificate III in Tourism (Visitor Information Services) removed.
- Entry requirements introduced for higher level travel and tourism qualifications to reflect the importance of operative skills, knowledge and experience prior to the development of management and strategic skills and knowledge. Entry requirements can be met through workplace experience or through formal study. While the entry requirements have resulted in significant changes to the packaging rules, the intent of the qualifications have not changed. Qualifications with entry requirements:

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  - Certificate IV in Travel and Tourism
  - Certificate IV in Holiday Parks and Resorts
  - Certificate IV in Guiding
  - Diploma of Travel and Tourism
  - Diploma of Holiday Parks and Resorts
  - Advanced Diploma of Travel and Tourism.
- New skills sets for the tourism and travel industry developed to address defined industry needs and licence and regulation requirements:
  - Airfare Construction
  - Licenced Travel Agency
  - Visitor Information Services.

Hospitality specific changes:

- Preparatory qualifications rationalised to ensure candidates have an understanding of the broad range of hospitality jobs. Preparatory qualification Certificate I in Hospitality broadened to cover Kitchen Operations. Certificate I in Hospitality (Kitchen Operations) removed.
- Cookery qualifications refined:
  - Cookery qualifications updated to ensure core concentrates on kitchen skills; some soft skills made electives.
  - Catering Operations qualifications updated to ensure focus on catering outcomes, as distinct from the commercial cookery outcome.
  - Patisserie qualifications updated to ensure focus on patisserie, as distinct from the commercial cookery outcome.
  - Consistent coverage of first aid and sustainable work practice requirements at Certificate III and above.
- Hospitality service holistic units streamlined:
  - The Use hospitality skills effectively unit broadened to apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping. Use hospitality skills effectively now covers the outcome of the Apply food and beverage skills in the workplace unit. Apply food and beverage skills in the workplace removed.
  - The Work effectively in hospitality service unit broadened to cover the outcome of the Provide and coordinate food and beverage service unit. Provide and coordinate food and beverage service removed.
- Cookery units have common titling and a common structure.
- Units developed for the following competencies to address defined industry need:
  - Basic menu costing:
    - Plan and cost basic menus.
  - Units rationalised to remove duplication across units, for example:
    - Coordinate cooking operations
    - Prepare simple dishes

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    - Produce cook-chill and cook-freeze foods
    - Produce desserts
    - Rethermalise chilled and frozen foods
    - Use food preparation equipment.
- Additional skills sets for the hospitality industry developed to address defined industry needs and licence and regulation requirements:
    - Food Advice
    - Food Handling
    - Food Safety Supervision
    - Hospitality Compliance.
- No changes to the composition to the skill sets already defined for hospitality:
    - Beverage Specialist
    - Espresso Machine Operator (previously titled Barista)
    - Essential Business Skills for a Restaurant Manager
    - Responsible Service of Alcohol
    - Sommelier.

Events specific changes:

- Entry requirement removed for Diploma of Events and Advanced Diploma of Events. Entry requirement previously defined as a Certificate III qualification in an events-related area, or equivalent experience. Training package development policy prohibits an entry requirement of a whole qualification. The flexible packaging rules of the qualifications cater for the many diverse industry pathways into the event sector.
- Additional generic management skills and knowledge included in the core of the higher level Events qualifications.
- Unit developed for the following competency:
    - Developed to address sector requirements around development of detailed event plans and monitoring plans through to event execution and evaluation
        - Develop and implement event management plans.
- New skills sets for the event sector developed to address defined sector needs:
    - Event Coordination
    - Event Development.

Licensing and other regulatory arrangements for the tourism, travel and hospitality industries

The industry sectors covered by this Training Package are subject to a range of business licensing, business compliance and occupational licensing arrangements, in the areas of:

- Casino table games
- Commercial cookery
- Food safety

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- Guiding
- Responsible service of alcohol
- Sale of Travel Insurance
- Travel agent licensing
- Work health safety and occupational health and safety.

Individual units of competency cover the requirements of relevant national and state or territory legislation and provide information within the unit descriptor about any special requirements for trainers, assessors, RTOs and candidates themselves. Information is further summarised within the Assessment Guidelines in this Training Package.

Overview of the tourism, travel and hospitality industries

The Service Skills Australia Environmental Scan provides an overview of current and emerging trends in tourism, travel and hospitality. A summary of the key trends relevant to workforce development and vocational education and training (VET) for this industry is presented below.

Tourism, travel and hospitality are separate industries but have such close links that they are often thought of and presented as one. The interrelationship exists because of the integrated products and services they produce, the close business-to-business relationships that exist across all three industries, the common customers they service and the sales and service staff employed, who often cross industries during their career. Many skills are common across these three service industries and this Training Package provides for both specialist and generic skills development.

Tourism is difficult to define given that it is not an ‘industry’ in the strict sense. Industries are defined by the goods and services they produce, whereas tourism is defined by whether consumption is by visitors. Tourism is measured in the ABS Tourism Satellite Account (TSA), which calculates the portions of industries that are tourism-related.

The TSA captures the activities of ‘tourism characteristic’ and ‘tourism connected’ industries.

Tourism characteristic industries encompass the industries in which visitors consume 25 percent or more of its output and capture those industries that would be ‘significantly affected if tourism were to cease’. However, tourism connected industries are those in which consumption of goods by visitors is significant, but below 25 percent. This includes the education and retail industries.

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Tourism related industries include travel agencies and tour operator services; accommodation; cafés, restaurants and takeaway food services; pubs, clubs, bars and taverns; casinos and other gambling services; cultural services; retail; sport and recreation; transport, and education and training.

Tourism contributes $34 billion to Australia's Gross Domestic Product (GDP), employs over 500,000 individuals and provides an invaluable source of income for many thousands of Australians living in remote and regional areas.

http://www.ret.gov.au/tourism/Documents/nltts/2020/tourism-2020-strategy.pdf

Tourism, overall, has performed modestly in recent times. In 2010–11, tourism expenditure in Australia decreased by three percent compared to 2009. However, some segments within tourism have experienced growth, albeit at varying degrees. In particular, outbound and business travel has remained buoyant. Furthermore, the continued growth in the mining and construction sectors has increased demand for business travel and hospitality in their associated regions.

International outbound travel by Australians has increased in response to the favourable exchange rate and the expansion of low-cost carrier flight services. In particular, international travel within the Asia-Pacific region has replaced domestic travel due to price competitiveness. This trend has resulted in a situation whereby tourism-dependent regions in Australia are suffering, whereas travel agencies have seen strong demand for their services.

The hospitality industry includes businesses that provide accommodation, food and drinks. It includes cafes, restaurants and takeaway food, pubs, taverns and bars, hotels, motels, caravan holiday parks and other accommodation, and hospitality clubs. The Australian Bureau of Statistics (ABS) classifies these businesses under the Australia New Zealand Standard Industrial Classification (ANZSIC) of 'Accommodation and Food Services'.

The accommodation and food sector is experiencing strong growth in both local and visitor markets. Over the 2010–11 financial year the accommodation and food sector reported a 5.4 percent increase in seasonally adjusted Industry Gross Value Added. This equated to a contribution of $29.94 billion to Australian GDP over this period. This growth comes as a result of strong turnover in the sector; just in the cafe, restaurant and takeaway sector, total turnover in the 2010-11 financial year amounted to just over $32 billion14. This represents an increase of 4.95 percent from the previous year. Credited as the cause of this growth is an increasingly time constrained society seeking the convenience of eating out.

Event organisation and management takes place across the full spectrum of business and community activity, often within tourism, travel and hospitality, as well as the community, cultural and sporting industries. The events sector can be broadly characterised as:

- business events—conventions, meetings, seminars and incentive travel
- sporting events

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- community and local events
- food and wine festivals
- cultural and religious festivals
- arts-based events.

The primary occupation in events, events coordination and management, is classified under ‘other administrative services’ by ANZSIC.

The business events market is especially high yielding and is experiencing strong growth, despite subdued levels of domestic leisure travel. Business Event (BE) visitor spending in Australia was worth around $9.7 billion in 2008. BE arrivals in total grew by 19 percent between 2009 and 2010. This is being driven by new international source markets, such as Malaysia, China and India. However, the majority of this market is made up by domestic business travellers, with 16.3 million domestic visitors compared to 820,000 international business travellers in 2010.

The tourism, travel and hospitality industries are dominated by a mix of interdependent small to medium businesses. They are complex industries with no standard way of defining the sectors they comprise. Commonly the industries identify the following sectors which are all covered by this Training Package:

- accommodation
- attractions and theme parks
- casinos
- clubs
- holiday parks and resorts, also known as caravan parks
- hotels
- information services and promotion (local, regional, state or territory, and national)
- meetings, incentives, conventions and events (MICE)
- restaurants, cafes and catering
- retail travel
- tour guiding
- tour operations
- tour wholesaling, both inbound and outbound.

This Training Package provides flexible units of competency and qualifications to meet the needs of the very diverse occupations that exist within each of these sectors. Occupations covered by SIT12 include a range of activities in the tourism, travel and hospitality industries, such as customer service and sales, operational, commercial cookery and catering, food and beverage service, accommodation service, product development, and marketing and promotion.

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Introduction to the workforce

Employment in the service industries can be characterised as having a higher proportion of younger, female and part-time and casual workers. In the year to February 2011, 56.4 percent of jobs within the accommodation and food services industry were employed part-time. This represents the highest share of part-time employment compared across all industries. Furthermore, in 2009, 64.2 percent of employees were casual workers, which was also the highest proportion across all industries.

Educational Attainment

The majority of future jobs available in the service industries are at the entry level – that is, Certificates II and III. These skill levels suit the majority of employer needs, with most employees commencing with basic skills in customer service and then, for some, gaining skills and experience in specialised fields.

In the accommodation and food service sector, as at May 2010, 57.7 percent of workers were without non-school qualifications. While this suggests a greater need for formal training within the industry, it does not imply that up-skilling need always take place at the diploma or higher level.

Ageing Population

A significant effect of the ageing population is the intensification of competition for workers as the working age population diminishes. The working age population is projected to decline from 67 percent in 2004 to between 57–59 percent in 2051. For tourism, travel and hospitality, the changing profile and size of the working age population will have particularly noticeable effects. This is because these industries traditionally employ a very large number of young people. In 2010, 45 percent of employees in the accommodation and food sector were between the ages of 15 and 24, despite being 16.9 percent for all industries. Furthermore, 21.8 percent of workers were aged 45 and over compared to 38.4 percent across all industries.

Within the accommodation and food sector, the reliance on a young workforce is particularly pronounced for the café, restaurant and takeaway food sectors, but less pronounced in the accommodation industry. For travel and tour arrangement services, only 11 percent of workers were aged 15 to 24, which is below the average for all industries. However, the industry is still relatively young, with 36.7 percent of workers being aged 25–34 compared to 22.2 percent for all industries.

Skill shortages and areas for growth

Figure 1 Top 10 Occupations by Accumulated Shortages in Skilled Labour (2012–2015)

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Occupation	Accumulated skilled labour demand	Supply of qualified labour matching demand	Accumulated skilled labour shortage
Chefs	3,492	1,375	2,118
Cafe and Restaurant Managers	3,114	1,162	1,952
Waiters	2,110	720	1,390
Kitchenhands	1,839	537	1,302
Tourism and Travel Agents	1,531	441	1,090
Cooks	1,658	759	899
Bar Attendants and Baristas	1,360	511	849
Hotel and Motel Managers	1,072	394	679
Automobile Drivers	1,226	548	678
Housekeepers	899	335	564
Top 10 total	18,301	6,782	11,519
Total tourism and hospitality	25,927	10,894	15,033

Source: DAE Australian Tourism Labour Force Report, Part One.

In 2015, demand for an additional 18,000 and 13,000 chef and fast food workers, respectively, is projected. While growth is the main factor driving demand for qualified chefs, both growth and attrition are affecting the demand for qualified fast food chefs. Projected employment growth is not uniform across the accommodation and food sector, as the following data from DEEWR (Figure 2) demonstrates.

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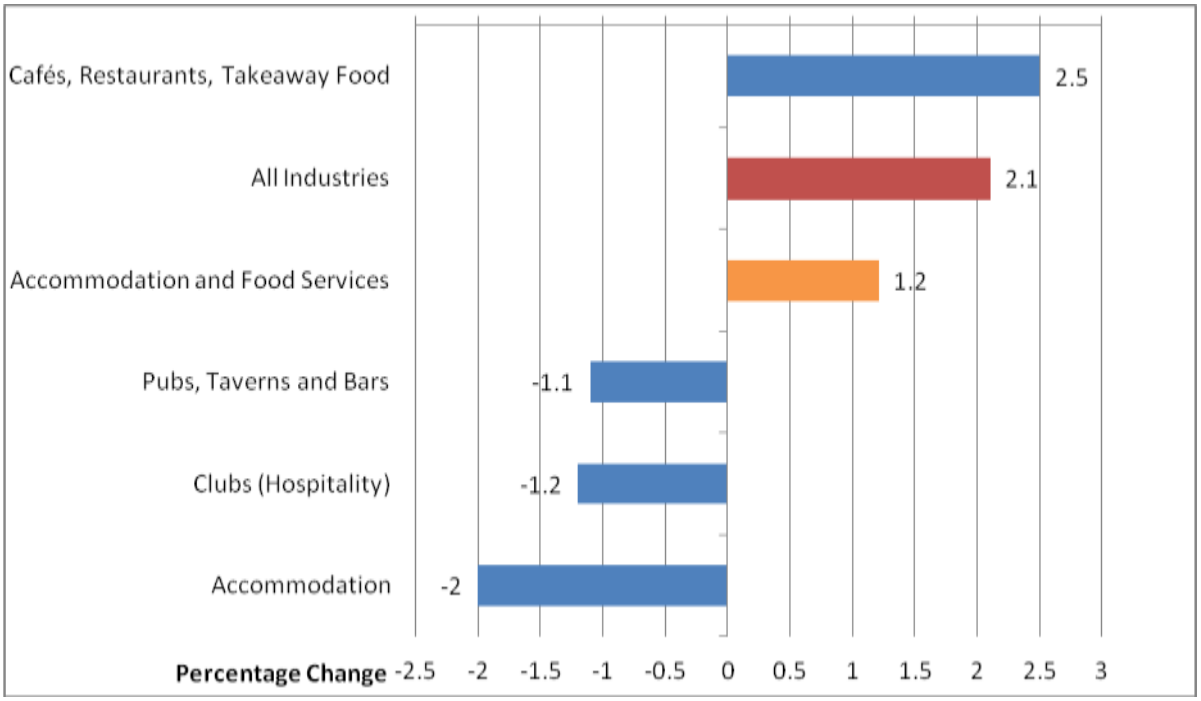
Figure 2. Projected Annual Employment Growth in Accommodation and Food Services (2015–16)



Source: DEEWR Annual Employment Projections based on ABS Labour Force, Australia, Cat. No. 6291.0.55.003

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...

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- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

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Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement

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- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

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Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

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- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

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Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

Qualification requirements

An RTO will award a qualification when the required number of units of competency, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the units of competency required for a qualification he/she will receive a Statement of Attainment for the units completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Individuals must also choose the specified number of elective units required for each qualification.

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Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIT10112 Certificate I in Tourism (Australian Indigenous Culture)	2	4	6
SIT10213 Certificate I in Hospitality	3	3	6
SIT20112 Certificate II in Tourism	4	7	11
SIT20213 Certificate II in Hospitality	6	6	12
SIT20312 Certificate II in Kitchen Operations	8	5	13
SIT20412 Certificate II in Asian Cookery	8	4	12
SIT20512 Certificate II in Holiday Parks and Resorts	4	7	11
SIT30112 Certificate III in Tourism	4	11	15
SIT30513 Certificate III in Guiding	9	4	13
SIT30612 Certificate III in Events	5	8	13
SIT30713 Certificate III in Hospitality	8	7	15
SIT30813 Certificate III in Commercial Cookery	22	3	25
SIT30913 Certificate III in Asian Cookery	20	5	25
SIT31013 Certificate III in Catering Operations	13	8	21
SIT31113 Certificate III in Patisserie	18	4	22
SIT31212 Certificate III in Holiday Parks and Resorts	7	12	19
SIT31312 Certificate III in Travel	14	3	17
SIT40112 Certificate IV in Guiding	3	6	9
SIT40212 Certificate IV in Travel and Tourism	5	5	10
SIT40313 Certificate IV in Hospitality	9	12	21
SIT40413 Certificate IV in Commercial Cookery	27	6	33
SIT40513 Certificate IV in Asian Cookery	24	6	30

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Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIT40613 Certificate IV in Catering Operations	13	10	23
SIT40713 Certificate IV in Patisserie	27	5	32
SIT40812 Certificate IV in Holiday Parks and Resorts	6	4	10
SIT50112 Diploma of Travel and Tourism	10	7	17
SIT50212 Diploma of Events	9	11	20
SIT50313 Diploma of Hospitality	13	15	28
SIT50412 Diploma of Holiday Parks and Resorts	10	7	17
SIT60112 Advanced Diploma of Travel and Tourism	7	5	12
SIT60212 Advanced Diploma of Events	16	8	24
SIT60313 Advanced Diploma of Hospitality	16	17	33

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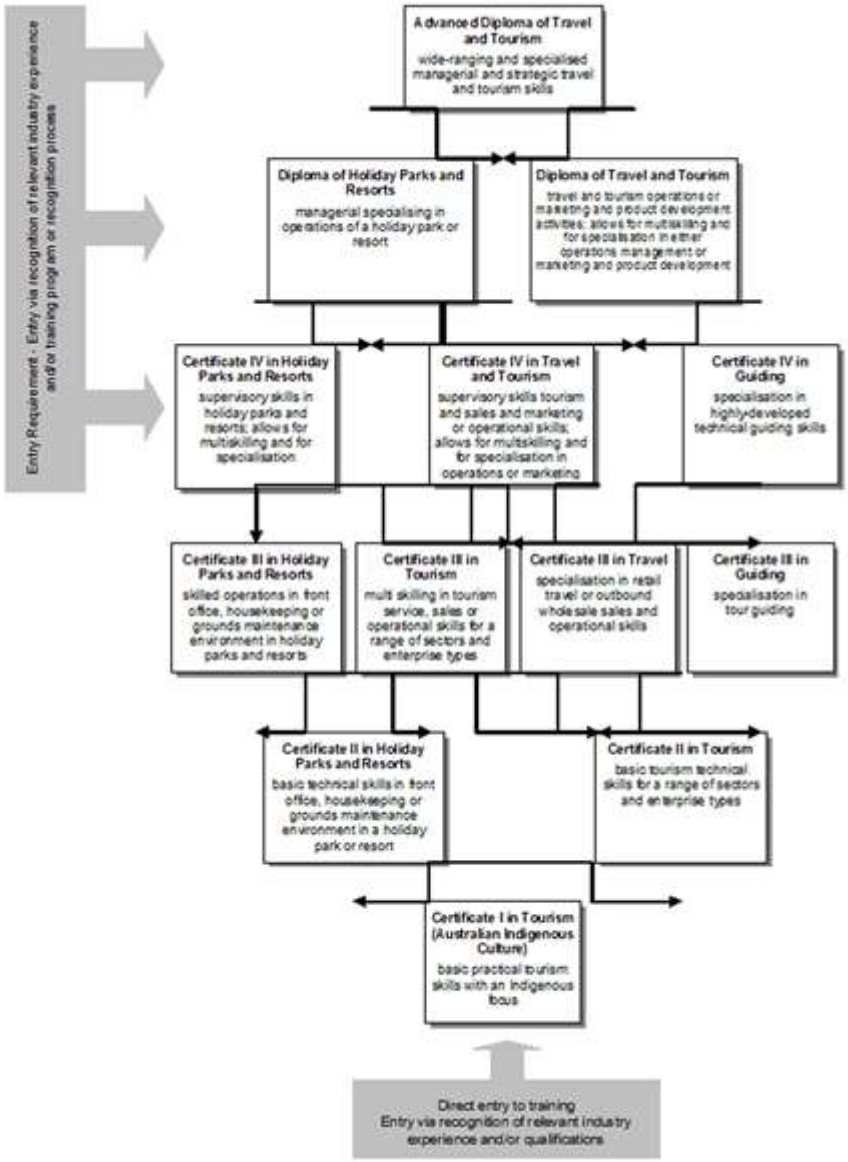
Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Service Skills Australia (www.serviceskills.com.au).

Tourism and Travel

The following summary chart provides examples of common qualification pathways within the sector, but it is recognised that typical career paths are not always linear. The tourism, travel and holiday parks and resorts qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including via relevant industry experience or through a training program or recognition process. They enable credit transfer between qualifications, including from related industry areas.



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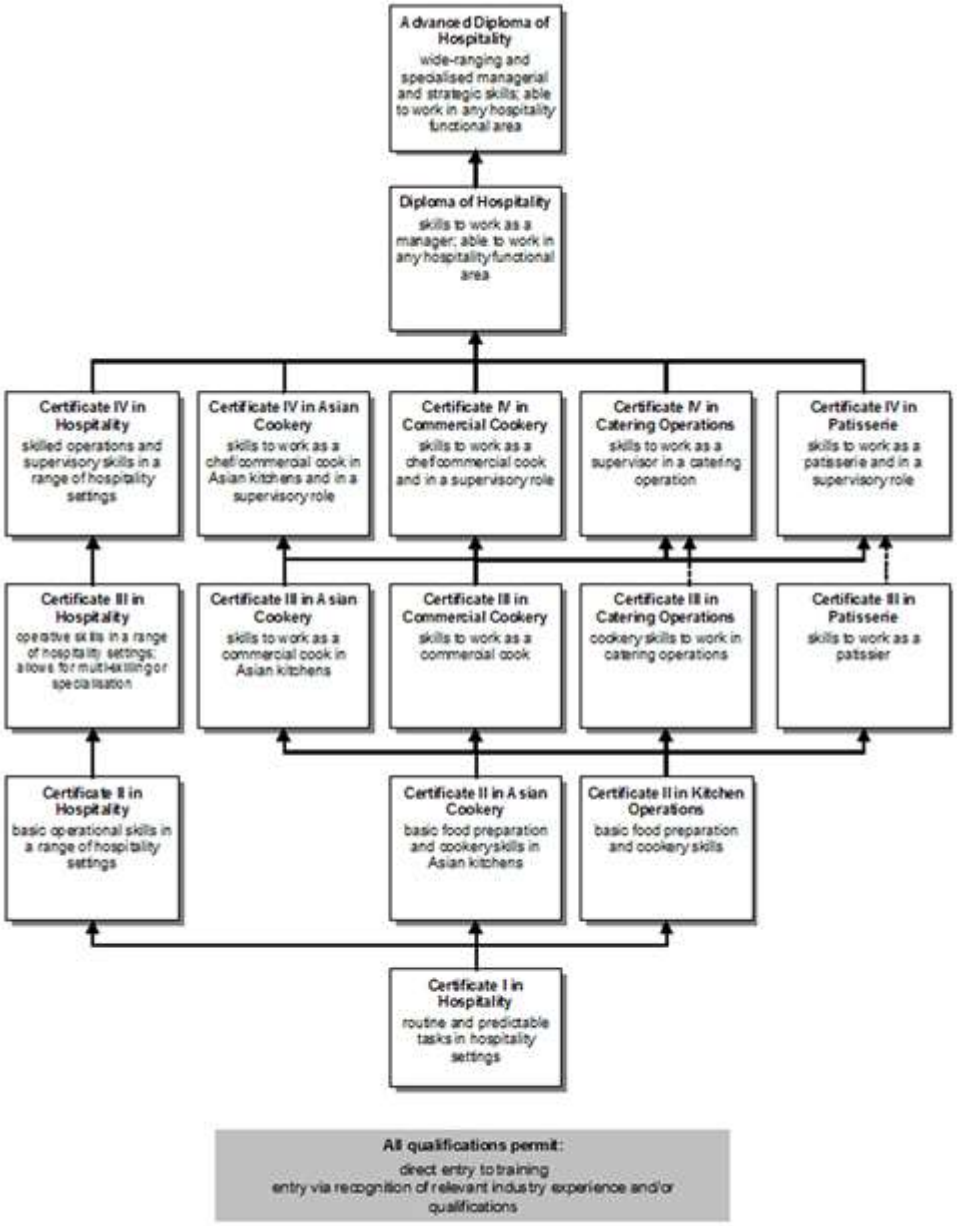
Hospitality

The following summary chart provides examples of common qualification pathways within the sector, but it is recognised that typical career paths are not always linear. The hospitality qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable credit transfer between qualifications.



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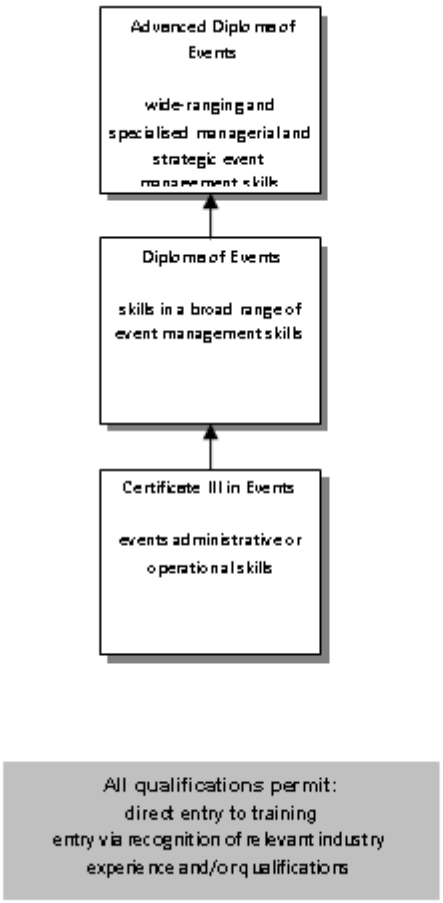
Events

The following summary chart provides examples of common qualification pathways within the sector, but it is recognised that typical career paths are not always linear. The events qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable credit transfer between qualifications.



Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

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Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet *[insert skill set title or identified industry area]* need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

The Skill Sets have been developed by industry to meet skill needs for:

- a range of specialist job functions
- business management
- certification or licensing in the tourism, travel or hospitality industries
- customer service
- mentoring and supervision
- servicing the international market.

These Skill Sets consist of logical clusters of units which are commonly practised together. They are based on units from SIT12 Tourism, Travel and Hospitality Training Package and some include units from other Training Packages.

Cross Sector Skill Sets:

- Business Management
- Customer Service
- Customer Service Management
- Essential Business Skills for a Franchisee
- Mentoring and Supervision
- Product Development for International Markets
- Product Sales for International Markets
- Service for International Visitors
- Sustainable Hospitality and Restaurant Operations
- Understanding Basic Financial Concepts

Tourism and Travel Skill Sets:

- Airfare Construction
- Grounds Keeping and Maintenance
- Licenced Travel Agency
- Visitor Information Services

Hospitality Skill Sets:

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- Beverage Advice
- Espresso Machine Operation
- Essential Business Skills for a Restaurant Manager
- Food Advice
- Food Handling
- Food Safety Supervision
- Hospitality Compliance
- Housekeeping
- Responsible Service of Alcohol
- Sommelier
- Supervision of Apprentices

Events Skill Sets:

- Event Coordination
- Event Development

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

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Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Industry Requirements

Assessment in the Tourism, Travel and Hospitality industries

To ensure valid and reliable assessment for units of competency within this Training Package, a range of requirements must be met. The following table is a summary of these requirements. Further detail for individual units of competency is available within the evidence guide of each unit.

Context of and specific resources for assessment	The tourism, travel and hospitality industries have determined the assessment requirements for: • environments – where the unit must be assessed • equipment – what large and small equipment must be used • workplace documentation – what types of workplace resources and documents must be available • interaction with customers, team members and other people – who must be involved. Contextualised requirements are often prescribed in the 'Context of and specific resources' section for each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Many units will include this or a similar statement: • an operational industry environment with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines. The tables in this section of the Assessment Guidelines provide details of the mandated resource requirements for this training package. Industry acknowledges that not all businesses will have the complete range of specified resources. In this case RTOs should partner with industry businesses to provide access.
Simulated assessment environments and activities	Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions.

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	The tourism, travel and hospitality industries strongly encourage practical assessment of skills and knowledge in the workplace and on-the-job mentoring and coaching. However, assessment in the workplace is not always possible. It may also be the case that the assessment can be conducted in the workplace environment but cannot happen on-the-job (as part of the normal operation of the business) so that a simulated activity is undertaken, e.g. providing quotations for tourism products that are not currently on order. Wherever a simulated assessment is conducted it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves: • appropriate environments as prescribed in the 'Context of and specific resources for assessment' section within each unit of competency • adequate numbers of up-to-date equipment and technology that is currently used within industry and would be generally available in a modern tourism, hospitality or events business • workplace documents which are currently used in industry and would generally be available in a modern tourism, hospitality or events business including items such as policies, procedures, product manuals, plans, reports and regulatory information • a diverse, comprehensive and commercially realistic product range of food and beverage ingredients, and touring and event supplies • sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously • working with multiple and varied team members, supervisors, managers and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation • dealing with multiple and varied problems and prioritising competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job

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	function.
Integrated (holistic) assessment	Within each qualification there are units of competency describing individual skills which do not exist in isolation. In the workplace, people always combine the skills described in different units to do their jobs. Holistic assessment brings together a number of units of competency, relevant to the industry sector, workplace and job role, that reflect actual workplace practices. The assessor should design integrated assessment activities to collect evidence for a number of units together. Industry sees this realistic approach as essential for both delivery and assessment. All units, in the 'Guidance information for assessment' section, recommend a range of related units which can be grouped together for a logical integrated assessment. However, any units that relate to a job function can be combined to ensure an efficient and effective assessment process. The combination must be identified by the assessor to support the needs of industry businesses and job functions. Additionally, elements, performance criteria and employability skills should be drawn together in an integrated manner.
Prerequisite requirements at unit of competency level	A prerequisite requirement, for a unit of competency, means that it is necessary to develop a primary skill and the required knowledge before progressing to another. Prerequisites are not nominated to assist in a logical sequence of training but only exist where it is absolutely necessary for a person to have a skill and hold a certain body of knowledge before they can perform other workplace tasks. Prerequisites have been kept to a minimum in this package because: • there are only a few tourism, travel and hospitality skills that must be achieved before higher order skills can be developed • the tourism, travel and hospitality industries do not wish to create unnecessary barriers to the sequencing of training and assessment. The existence of a prerequisite does not necessarily mean that

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	training or assessment has to be fully completed before starting on the secondary unit. An integrated approach to delivery and assessment of the prerequisite and secondary unit is possible. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit. It may also be the case that some state and territory regulators will not allow enrolment in the secondary unit prior to completion of its prerequisite.
Evidence required for demonstration of consistent performance	For valid and reliable assessment, evidence should be gathered: • using a range of methods • on multiple occasions • over a period of time • covering a diversity of products and circumstances. This ensures that evidence is collected of a candidate's consistent performance and ability to respond to different situations and product requirements. When using direct observation in the workplace as a method, managers, supervisors, mentors or coaches can work in partnership with any off-site assessor.
Numbers of assessments	Nominating specific numbers of assessments can create barriers if too many are mandated. Alternatively, a specified number may not be enough for a particular candidate to demonstrate competency. Industry's preference is to indicate, more broadly, that multiple assessments are essential to collect evidence of consistency of performance. In other words, a single assessment would not be reliable. This allows for assessors' professional judgment on how many assessments are appropriate. The terminology, of multiple assessments, within the 'Critical Aspects' unit statement, is supported by references to using a range of methods, conducting assessments over a period of time and covering a diversity of products and circumstances. When these requirements are met, multiple assessments will be a natural outcome.
Involvement of the candidate	The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.

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Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, review of written or oral questions to assess knowledge, review of completed workplace documents and the use of projects and role-plays.
Holistic units for Hospitality	Some units in the Tourism, Travel and Hospitality Training Package describe the integration of individual technical skills that make up a job role. These "holistic units" require demonstration of integrated skills on multiple occasions during service periods (shifts). Breakfast, lunch, dinner and special function are examples of service periods. They are designed to assess the candidate's ability to: • perform consistently over a period of time • deal with multiple sales, service or operational tasks simultaneously. Skills would best be achieved and assessed in a real work environment through an Australian Apprenticeship pathway, or a significant period of work placement in industry. However, they can be achieved and assessed in a hospitality industry environment operated within a training organisation that services customers such as a training kitchen, restaurant or bar. An integrated approach to assessing these units with other technical units required for a qualification is possible and expected. For commercial cookery, Asian cookery, patisserie and catering operations these units are: • SITHCCC207 Use cookery skills effectively • SITHCCC309 Work effectively as a cook. For all other areas of the hospitality industry including food and beverage, accommodation services, gaming operations and housekeeping there are two units: • SITHIND202 Use hospitality skills effectively • SITHIND301 Work effectively in hospitality service.

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Work placement for Tourism and Events	Mandated work placement and the use of holistic units for the tourism, travel and events sectors is not a preferred option for those industry sectors. Because of the lack of tourism and events apprenticeships and long term work placements, both registered training organisations and candidates would be disadvantaged by their inability to achieve such a mandated requirement. The tourism and events sectors are supportive of on-the-job training and assessment and work is underway to support employers to offer and administer work placements. This will encourage the integration of a range of individual technical skills within an industry environment and ultimately lead to a better trained workforce.

Employability skills in the industry context

Employability skills are integral to effective performance in the workplace. They are explicitly embedded in each unit and should be assessed holistically with other skills and knowledge that make up the unit.

The complexity of these skills, for example communication, varies between job roles and work processes. The breadth and depth of the full set of employability skills are summarised for each qualification and should be assessed accordingly.

Assessment environment, equipment and resources

Context of and specific resources for assessment

The tourism, travel and hospitality industries have determined the assessment requirements for:

- environments – where the unit must be assessed
- equipment – what large and small equipment must be used
- workplace documentation – what types of workplace resources and documents must be available
- interaction with customers, team members and other people – who must be involved.

Contextualised requirements are often prescribed in the ‘Context of and specific resources’ section for each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Many units will include this or a similar statement:

an operational industry environment with the fixtures, large and small equipment and ***workplace documentation*** defined in the Assessment Guidelines.

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The tables in this section of the Assessment Guidelines provide details of the mandated resource requirements for this training package. Industry acknowledges that not all businesses will have the complete range of specified resources. In this case RTOs should partner with industry businesses to provide access.

Environments and Equipment

The following environments are referred to in the 'Context of and specific resources' section of particular units:

- accommodation
- front office
- events
- office environment (for tourism, travel and events)
- operational commercial bar
- operational commercial cellar
- operational commercial kitchen; mainstream and Asian
- operational food preparation area
- operational pastry kitchen
- operational restaurant or food and beverage outlet
- touring environment.

The tables are divided into those environments and describe generic equipment required for all units within a competency field e.g. for an operational pastry kitchen for units coded PAT. This is divided into:

- fixtures and large equipment
- small and electronic equipment
- stock
- cleaning equipment and materials
- workplace documentation.

The tables then describe specialist equipment required for particular units of competency e.g. ***specific equipment for producing chocolate confectionery.***

It is assumed that the same piece of equipment will be accessed by multiple candidates at different assessment times. Per-person equipment ratios are specified for assessment purposes.

Workplace Documentation

To avoid duplication of generic workplace documents such as policies and procedures, a general list is provided at the end of the environmental tables.

Customers

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People working in the tourism, travel and hospitality industries have daily contact with customers which can be face-to-face, via the telephone or electronic communication. All people working in the service industries must be able to interact with business to business or direct customers. The industry sets high standards for quality customer service and this is reflected throughout the units of competency.

Units describe situations, like these examples below, where service industry personnel are required to:

- provide professional and personalised customer service experiences to meet and exceed the expectations of a variety of customers
- communicate with a diverse range of customers to provide a total quality service experience
- resolve difficult customer service situations and complaints
- demonstrate professional service industry behaviour and accepted service standards
- complete service within commercial time constraints and designated response times so that all customers are served effectively.

It is vital, and therefore a requirement of many units, that people in a training and assessment environment have access to customers with whom they can interact.

Customers in Real Industry Workplaces

Wherever assessments are conducted in the workplace, customers must participate in the selling and or delivery of the product or service. They would, by nature, be paying for the product or service provided by a commercial business.

Customers in Simulated Industry Environments

Most units allow for simulated situations including the involvement of customers.

For this training package a customer being served in a simulated industry environment such as a training bar or restaurant is defined as follows:

A customer is a person or organisation who utilises a product or service and expects the product and service to be of equivalent standard to that provided in a commercial business. They may be paying for the product or service or be invited to participate as a guest.

Customers must participate in the sale and or delivery of the product or service. There must be sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously.

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Assessors are required to use professional judgement based on their industry experience to make determinations on how best to involve customers.

Some examples of how customers can be involved:

- In a training restaurant, a customer can be a person who either pays for, or is invited to consume, a meal prepared, cooked and served by trainees.
- Event participant customers can be invitees to student, college or external events coordinated and staged by the trainees.
- Passengers can be paying or invited guests on a day or extended tour coordinated, delivered and guided by trainees with other students (not necessarily from the tourism faculty) as their customers.
- Practice retail travel agencies can be set up with trainee travel consultants providing information on destinations to other students, even if money is not transacted for an actual sale.
- Colleges can divide students into wholesale and retail groups with retailers acting as business to business customers.

Accommodation environment. **For units coded ACS which are applicable to housekeeping services.**	***Fixtures and Large Equipment:*** • air conditioner or ceiling fan • chairs • desks • dressing tables • glassware • lamps and light fittings • refrigerators • shower, bath or spa • soft furnishings • stocked mini bar or refrigerator • telephone • television and VCR (or DVD) • toilet • towels and bathrobes • vanity unit and hand basin • various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family, suite, roll away • wall mirrors • wardrobe and coat hangers.
	Small Equipment: • bed linen and pillows • compendium, stationery and pens • door signage and door stoppers • electric kettles and jugs

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	• fire extinguishers
	• tableware:
	  • glasses
	  • crockery
	  • cutlery
	• guest literature and information:
	  • directory of services
	  • local tourist information
	  • magazines and newspapers
	  • maps
	  • menus
	  • mini bar list
	  • promotional material
	  • satisfaction surveys
	  • television and movie guides
	• hair dryers
	• iron and ironing board
	• laundry bags and lists
	• promotional and guest material, including brochures
	• radio or alarm clock
	• tea and coffee making facilities
	  • bathroom supplies:
	  • toilet rolls
	  • tissues
	  • various toiletries such as soap, hand lotion, shampoo and shower cap
	waste paper bin and liners.

	Cleaning Equipment:
	• electrically operated equipment:
	  • polishers
	  • scrubbers
	  • vacuum cleaners
	  • garbage receptacles
	• manual equipment:
	  • brushes
	  • buckets
	  • dusters
	  • mops
	  • pans

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	• toilet brushes • range of cloths: • dry • dusting • lint-free • polishing • wet.
	Laundering Equipment: • dryers • hangers • heat sealing equipment and roll plastic • irons • sorting baskets and shelves • steam presses • washers.
	Cleaning Agents and Chemicals: • acid based products • agents for specialised surfaces: • glass • wood • cream cleansers • deodorisers • disinfectants • laundry detergent • multi-surface cleaners • sanitisers • spot cleaning agents • pesticides.
	Protective Clothing: • aprons • breathing apparatus • gloves • goggles and masks • headwear • jackets • overalls • waterproof clothing and footwear.
Front office environment.	***Fixtures, Large and Electronic Equipment:*** • brochure display racks and product displays

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For units coded ACS which are applicable to front office and porter services.	• cashiering facilities such as credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities • computers, monitors, keyboards, mouse and mouse pads • facsimile machine or computer-based equivalent • filing or storage cabinets • industry-current front office reservations, accounting and reporting system • photocopier • printers and scanners, printer ink or toner • reception desk or sales counter • storage for computer data – hard disc, CDs and memory sticks • telephone lines and equipment, including answering machine or voicemail.

	Small Equipment:
	• computer software and applications, including:
	  • computer operating system
	  • email
	  • internet
	  • word processing
	  • spreadsheets
	  • databases
	  • electronic presentation, such as PowerPoint
	  • specialist software, such as for computerised reservations
	  • accounting and bookkeeping
	• luggage and luggage moving equipment.

	Workplace Documentation: • arrival and departure lists • housekeeping and cleaning schedules • lost and found information • luggage schedules bag drops and pick-ups • occupancy reports.
	Specific equipment for Holiday Parks and Resorts: Holiday parks and resorts are essentially a type of accommodation establishment. The requirements detailed above would be equally applicable to this sector. Towing of vehicles, grounds, pool and other maintenance would need to take place in a holiday park or resort or in an environment that closely simulates it.

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Events units coded EVT.	***Key Assessment Requirement - Actual Events*** The units require the assessor to collect evidence of a candidate's ability to plan for and operate actual events. ***The meaning of Events for this Training Package*** Events may be created for the specific purpose of skills assessment, but must be of sufficient complexity to allow the candidate to demonstrate a fully-developed range of skills. This means events involving: • comprehensive event plans • dedicated event budgets • formal communications plans • multiple operational components • an event operations team • a wide range of stakeholders. Events must have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing a candidate's skills.
	Event Staging Environment The assessment environment is prescribed in the 'Context of and specific resources' section for each unit of competency. For the majority of units, assessment must ensure use of venues and sites where events are operated; these can be: • real event venues and sites • event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities and where real events are staged by the training organisation.
	Office Environment The planning and sale of events largely takes place in an office environment which must be replicated for training and assessment purposes. The equipment requirements for an office environment are found under a separate heading in this document.
	Equipment • calculators, computers, printers and general word processing, presentation, spreadsheet and accounting software programs currently used by the events industry to administer event management • specific computerised systems and software programs

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	currently used by the events industry to: • plan events and issue event orders • prepare budgets, quotations and proposal costings • process event registrations and coordinate on-site registrations • book supplier services • develop event and exhibition layouts and floor plans • develop operational documents for the staging of events. • event staging elements including: • catering • client displays and livery • exhibitor or sponsor stands • furniture for different room layouts • on-site registration area and desk • technical equipment and services: • audio-visual • sound and lighting • venue styling • two-way radio communications system.
	Workplace Documentation Event coordinators and managers use documents and information in the workplace and RTOs must, therefore, have these available when preparing students for a job role in events. These documents can apply to many different events units. Contextualised requirements are prescribed in the 'Context of and specific resources' section for each unit of competency. • tender briefs and specifications for events • financial and operational data used to prepare tenders for event products and services • event tenders, proposals or bids • event budgets • event orders • supplier contracts • comprehensive event plans: • overarching concept plans • communication plans • marketing plans • operations plans used to manage the delivery of events • risk management plans • event programs, schedules, inclusions and costs

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	• running sheets
	• operating procedures used to manage event planning and delivery
	• event briefings
	• current event venue or site information:
	  • product information within sales kits, brochures, product manuals, supplier information kits or information databases
	  • site specifications, operational and capacity information
	  • technical production and staging specifications
	• event documentation issued to customers including booking conditions, confirmation letters, contracts, invoices
	• attendee documents:
	  • kits
	  • lanyards
	  • lists
	  • name badge or identification documents
	  • receipts
	  • service vouchers
	  • tickets
	• reports used to manage event attendance:
	  • attendance reports
	  • registration reports.

Office environment. **For units coded EVT, PPD and TSL.**	In the majority of cases, the planning and sale of travel and touring arrangements takes place in an office environment which must be replicated for training and assessment purposes. The office environment is equally applicable to event coordination. Some selling units allow for in-the-field selling by people including mobile retailers, tour guides and event personnel operating at an event venue. Travel and tourism office environments are diverse and include: • retail shopfronts • reservation call centres • operational offices with multiple workstations • reception, front office and back office areas • board and meeting rooms. ***Fixtures, Large and Electronic Equipment:*** • access to the internet and email • brochure display racks and product displays • computers, monitors, keyboards, mouse and mouse pads • desk and chair

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	• facsimile machine or computer-based equivalent
	• filing or storage cabinets
	• photocopier
	• printers and scanners, printer ink or toner
	• storage for computer data – hard disc, CDs and memory sticks
	• telephone lines and equipment, including answering machine or voicemail
	• generic computer software and applications, including:
	  • computer operating system
	  • databases
	  • electronic presentation, such as PowerPoint
	  • financial and bookkeeping
	  • spreadsheets
	  • word processing
	• specific computerised systems and software programs currently used by tourism, travel and hospitality industry operators to:
	  • administer travel documents
	  • coordinate on-site event registrations
	  • control the administration of the billing and settlement plan
	  • control product inventory
	  • control the reservations function for the supply of their product or service
	  • facilitate airfare calculations
	  • plan events and issue event orders
	  • prepare quotations
	  • process reservations
	  • process event registrations
	  • store tourism related and product information
	• Computerised Reservations or Operations Systems (CRS) currently used in the tourism industry to administer booking and operational functions such as booking supplier services and maintaining accounting records.

Operational Commercial Bar. **For units coded FAB which are applicable to**	***Fixtures and Large Equipment:*** • bar service area • cashiering facilities, such as electric cash register, credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities • coffee and tea-making equipment

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beverage service.	• commercial grade workbenches
	• glass washer
	• ice:
	  • crusher
	  • make
	  • shaver
	  • grinder
	• post-mix dispensing system
	• refrigerator
	• reticulated beer dispensing system
	• storage area for glassware and drinks.

	Small Equipment:
	• bar towels
	• coasters
	• coffee and tea serviceware
	• cutting board
	• garnish containers
	• ice buckets
	• jugs
	• juicers
	• powder shakers e.g. chocolate, cinnamon
	• pourers:
	  • speed
	  • optic
	  • inverted optic
	  • nip measures
	• utensils including:
	  • small knives
	  • tongs
	  • spoons including bar spoons, teaspoons
	• range of glassware, including:
	  • highball glasses
	  • liqueur and liqueur coffee glasses
	  • old fashioned glasses
	  • beer glasses
	  • red wine, white wine, champagne flute, brandy, sherry and port
	  • water
	• spirit measures
	• service trays and liners

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	• straws, swizzle sticks, coasters, napkins, toothpicks • waiter's friend.

	Stock:
	• garnishes
	• ice
	• wide commercial range of:
	  • bottled mixes
	  • bottled and canned beers
	  • liqueurs
	  • wines
	  • basic spirits e.g. rum, gin, brandy, scotch, vodka
	• wide commercial range of non-alcoholic beverages:
	  • tea
	  • coffee
	  • carbonated drinks
	  • juices.

	Cleaning Materials and Equipment: • brooms, brushes and dustpans • buckets • cleaning cloths • commercial cleaning and sanitising agents and chemicals for cleaning commercial bars, public areas and equipment • dishwashers • mops.
	Workplace Documentation: • bar menus • brochures • cleaning schedules • cocktail bar menus • price lists • Material Safety Data Sheets (MSDS) for cleaning agents and chemicals • promotional materials • traditional recipes, preparation methods and presentation standards for cocktails • wine lists.
	Specific equipment for preparing cocktails and mocktails: • blender • Boston Glass (mixing glass)

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	• cocktail shakers • glass chillers • Hawthorn glasses and strainer • muddler • standard and specialised cocktail glassware • vitimiser • zester.

Operational Commercial Cellar.	***Fixtures and Large Equipment:***
	• beverage system parts:
	  • beer lines
	  • beer pumps
	  • beer taps
	  • connectors
	  • couplers
	  • FOB detectors
	  • transfer leads
	  • manifolds
	  • cool room
	• gas systems:
	  • alarms
	  • beverage gases
	  • gas cylinders
	  • gas regulators
	  • isolating gas board
	  • keg area
	  • liquor storage area
	  • post-mix dispensing system
	  • refrigeration system
	• reticulated beer dispensing system:
	  • two complete beer lines (from keg to beer tap)
	  • approved cleaning keg or dosing unit.

	Small Equipment: • safety goggles and gloves.
	Cleaning Agents and Chemicals: • ‘Corrosive 8’ detergents • general cleaning agents • low PH detergents • one-part detergent solutions

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	• specialised-part cleaning agents • two-part detergent solutions.
	Workplace Documentation: • AS5034-2005 Installation and use of inert gases for beverage dispensing, and associated standards • AS3780-1994 The Storage and handling of corrosive substances • Australia New Zealand Food Standards Code or plain English documents issued by national, state or territory government regulators • Material Safety Data Sheets (MSDS) for hazardous substances used in cellars • current commercial policies and procedures used for the operation of cellars.

Operational Commercial Kitchen.
Generic equipment for all units coded ASC and CCC. Applicable to some units coded KOP and INV.
	Fixtures and Large Equipment:
	• bain marie or hot box
	• commercial:
	  • blenders and food mills
	  • mixers (including cake mixer with attachments)
	• commercial dishwasher
	• commercial grade work benches (1.5 m/person)
	• commercial ovens with timer and trays (1 per 2 persons):
	  • convention
	  • deck
	  • microwave
	• commercial refrigeration facilities:
	  • cool room
	  • freezer
	  • fridge
	• computers, printers and stock control software systems currently used by the hospitality industry
	• electronic equipment used for stock control
	• deep-fryer
	• designated:
	  • delivery area
	  • storage areas for dry goods and perishables
	• double sink
	• gas, electric or induction stove tops (2 burners per 1 person)
	• hot plate, grill or griddle
	• marble bench or slab
	• lifting and transporting equipment, such as trolleys

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	• recording systems, such as colour-coded food labels
	• salamander or other form of griller (one per 4 persons)
	• storage facilities:
	  • containers for hot and cold food
	  • shelving
	  • trays
	• slicing machine
	• steamers.

	Small Equipment:
	• baking sheets and trays
	• beaters
	• bowl choppers
	• cake tins with:
	  • fixed base in a range of shapes
	  • loose bottom
	• cutting, chopping and slicing implements
	• chopping boards
	• graters and peelers
	• juicers
	• knife sharpening equipment:
	  • sharpening steels and stones
	• knives and cleavers:
	  • butcher and boning knives
	  • butter spreading knives
	  • bread knives
	  • carving knives
	  • large serrated cake knives
	  • filleting knives
	  • utility knives
	• larding needles
	• measurers:
	  • metric calibrated measuring jugs
	  • measuring spoons
	  • portion control scoops and markers
	• meat:
	  • bats
	  • cleavers
	  • hooks
	  • thermometers
	  • mincers

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	• saws
	• mortar and pestle
	• moulds and forms
	• mouli
	• piping bags and attachments
	• poachers
	• range of cutters including fruit and nut cutters and bowl cutters and choppers
	• range of pans and pots for small and large production including:
	  • tilting fry pans
	  • bratt pan
	  • stainless steel, cast iron, iron and non-stick fry pans
	  • stock pots
	• range of serviceware
	• range of small utensils, including flour and rum sieves, strainers, scrapers, spatulas, pastry brush, fruit corers
	• salad spinner
	• scoops and skimmers
	• scales (I gram increments) and scales for weighing large quantities
	• sets of stainless steel bowls
	• silicon mats
	• steamers
	• spoons:
	  • large plain and slotted metal spoons
	  • ladles in a variety of sizes
	  • serving spoons
	  • wooden spoons
	• temperature probes
	• thermometers
	• tongs and serving utensils
	• whisks, including fine and coarse stainless steel wire.

	Stock:
	• a diverse and comprehensive range of perishable food supplies. for commercial cookery or catering operations including these main food groups:
	  • beverages
	  • dairy products
	  • dry goods
	  • food

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	• frozen goods • fruit • meat • poultry • seafood • vegetables.
	Cleaning Materials and Equipment: • brooms, brushes and dustpans • buckets • cleaning cloths • commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas • garbage bins and bags • hand towel dispenser • separate hand basin and liquid soap dispenser for hand washing • sponges, brushes and scourers • tea towels • mops.
	Workplace Documentation: • commercial cleaning schedules • current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock • food preparation lists • Material Safety Data Sheets (MSDS) for cleaning agents and chemicals • menus • mis en place plans • ordering and docketing paperwork • safety procedures for chemical accidents • standard recipes • recipes for special dietary requirements • temperature recording charts • work flow schedules.
	Specific equipment for Asian cookery: Equipment and resources should be as for an operational commercial kitchen, plus additional equipment for specific Asian cuisines. Burners, grills, ovens and salamanders may be

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	substituted with the relevant equivalents for the particular cuisine. ***Fixtures and Large Equipment:*** • barbecues • charcoal grills • open spit smoke ovens • roasting drums • tandoori ovens • turbo and gas woks ***Small Equipment:*** • cast iron pan (tava) • cutting, chopping and slicing implements for specific Asian cuisines, such as cleavers and knives • electric rice cookers and steamers • serviceware, including platters, dishes, bowls, skewers, glassware, cutlery, chopsticks, and ladles for specific Asian cuisines • skewers • stone grinders • sushi mat • utensils such as woks, pans, pots, skimmers, scoops and whisks.
	Specific equipment for producing portion controlled meat cuts: • butcher's block • cleavers • butcher and boning knives • equipment for pickling, smoking and sausage making • hand saw • meat mallet or hammer • mesh or nylon cut-resistant gloves • mincers • packaging material • pickling vats • sausage casing machines • saws • slicing machines • smokers • vacuum machine.
	Specific equipment for producing cook-chill and cook freeze

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	foods: • fixed and hand-held cooking equipment • blast chiller • blast freezer • chilling equipment • ice slurry tumbler • pasteurising equipment • pH tester • suitable refrigerated storage area • thermocouple chilling equipment • packaging material • vacuum sealing equipment.
Operational food preparation area for some units coded CCC. These are: • **Produce sandwiches** • **Handle and serve cheese.**	***Fixtures and Large Equipment:*** • burner • commercial grade work benches (1.5 m/person) • griller • refrigeration unit with shelving • sink • slicing machine • storage facilities.

	Small Equipment:
	• assorted pots and pans
	• can opener
	• containers for hot and cold storage
	• cutting boards
	• food handler's gloves
	• knives:
	  • butter spreading
	  • bread
	  • carving
	  • cheese
	• ordering/docketing system
	• packaging materials
	• platters, boards and trolley for presentation where required
	• receptacles for presentation and display purposes
	• sandwich cutting templates and guides
	• sharpening steel and assorted cook's knives, including utility and bread
	• small utensils, including fruit corers, vegetable peelers and graters

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	• tongs and serving utensils.
	Cleaning Materials and Equipment: • detergents • garbage bins and bags • hand towel dispenser • separate hand basin and liquid soap dispenser for hand washing • sponges, brushes and scourers • tea towels.

Operational Pastry Kitchen.
 	
Generic equipment for all units coded PAT.
	Fixtures and Large Equipment:
	• commercial grade work benches (1.5 m/person)
	• commercial cake mixer, including attachments: dough hook, bishop's hat and whisk
	• commercial refrigeration and freezer unit with shelving
	• gas or electric stove tops
	• industrial strength food processor, such as robot coupe
	• marble bench or slab
	• ovens with timer and trays:
	  • convection
	  • deck
	  • microwave
	• pastry/dough break
	• proofer
	• shelving
	• sinks with hot and cold water.

	Small Equipment:
	• acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
	• beaters
	• blenders
	• bowl cutters
	• cake bases, stands and platforms
	• cake tins with:
	  • fixed base in a range of shapes
	  • loose bottom
	• cake moulds
	• cake wheels
	• chopping boards
	• deep fryer
	• fluted and plain flan rings and cutter

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	• graters
	• juicers
	• knives, including large serrated cake knives
	• ladles in a variety of sizes
	• measurers:
	  • metric calibrated measuring jugs
	• mixers
	• pastry brushes
	• pastry cutters and shapes
	• piping bags and attachments
	• portion control scoops and markers
	• range of cutters including fruit and nut cutters
	• range of presentation equipment, including cake boards, cake boxes, cake stands including multi-tier and clear cover, dollies, mirrors, platters and refrigerated cake display cases or towers
	• range of serviceware
	• range of small utensils, including flour and rum sieves, strainers and spatulas
	• range of saucepans and pots for small and large production
	• saccharometer
	• salamander
	• scales (1 gram increments)
	• silicon mats
	• serving tongs and trowels
	• sets of stainless steel bowls
	• spoons:
	  • wooden spoons
	  • large plain and slotted metal spoons
	• storage containers and trays
	• whisks
	• wire cooling racks.

	Cleaning Materials and Equipment: • detergents • garbage bins and bags • hand towel dispenser • separate hand basin and liquid soap dispenser for hand washing • sponges, brushes and scourers • tea towels.
	Workplace Documentation:

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	• food preparation lists • standard recipes • recipes for special dietary requirements • designs for sugar based decorations for cakes and desserts • sweet buffet showpiece designs.

	Specific equipment for producing gateaux, torten and cakes:
	• chocolate thermometer
	• icing and decorating equipment:
	  • crimpers
	  • decorative combs
	  • fine icing sugar sieves
	  • fine piping tubes
	  • matfer-type stencils
	• presentation equipment:
	  • cake boards for individual and large gateaux
	  • cake boxes
	  • cake stands including multi-tier
	  • doilies
	  • gateaux serving tongs and trowels
	  • mirrors
	  • refrigerated cake display cases or towers
	• specialist cake tins, rings and moulds:
	  • croquembouche mould
	  • D-shape cake log forms
	  • form cake rings for individual petit gateaux
	  • novelty cake tins and forms.

	Specific equipment for producing desserts:
	• acetate plastic sheets
	• decorating equipment:
	  • blow torch
	  • chocolate spray gun
	  • fine icing sugar sieves
	  • fine piping tubes
	  • icing and cocoa powder dusters
	  • matfer-type stencils
	  • silk screens
	  • templates
	• dessert serviceware:
	  • dessert plates

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	• dishes • glasses • bowl • coupes • cutlery • fine and heavy gauge whisks and strainers • fine icing sugar sieves • gratin dishes • ice makers • ice-cream machines • individual novelty mousse cake tins and forms • moulds and dishes: • tartlet • bombe • charlotte • darioles • pans: • crepe • omelette • blini • ramekins • scoops • skewers: • metal • bamboo • soufflé cups • steamer: • combi oven • sand-alone steamer • Chinese steamer • sweets trolley or dessert buffet table • vitamisers.
	Specific equipment for producing petit fours: • chocolate thermometer • dipping forks • icing and decorating equipment: • chocolate spray gun • crimpers • decorative combs • fine icing sugar sieves

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	• fine paint brushes • fine piping tubes • matfer-type stencils • silk screens • petit four cutters • petit four dipping racks • petit four moulds • petit four paper cases.
	Specific equipment for modelling marzipan: • chocolate thermometer • icing and decorating equipment: • aerosol and airbrush • chocolate spray gun • fine paint brushes • marzipan modelling tools and moulds: • crimpers • dipping forks • fine icing sugar sieves • fine piping tubes • leaf, flower and petal cutters • novelty moulds • piping tubes • textured boards • textured rolling pins • marzipan refiner.
	Specific equipment for producing chocolate confectionery: • brushes • couverture chocolate moulds • double bain marie • scourers • specialty scrapers • sponges • warming area.
	Specific equipment for modelling sugar based decorations: • airtight sugar display cases • assorted rings, moulds, metal bars for poured and moulded sugar work • basket weave boards (round and oval shaped) complete with metal rods

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	• blow torch • blowpipes • disposable gloves for pulling and shaping sugar • hair drier with cold air setting • hand pump for blowing sugar • heat resistant plasticine • heating lamp with red or white light • metal strapping • modelling tools • patterns • rubber mats • saccharometer • scissors • shears • silicon paper and mats • sugar boilers • small cooling fan • sugar thermometers.

	Specific equipment for producing sweet buffet showpieces:
	• air brush kit complete with alcohol-based colours
	• airtight display cases, domes and containers
	• aluminium rolling pin
	• calcium carbonate, pure alcohol, tartaric acid (stored in bottle with eye dropper lid) and quick lime
	• doilies
	• fine icing sugar sieves
	• fine paint brushes
	• fine piping tubes
	• firm wire and pliers
	• hair drier with cold air setting
	• heat-resistant plasticine
	• large and small scissors
	• marzipan modelling tools
	• moulds:
	  • metal or silicon leaf moulds
	  • novelty shapes
	  • plastic and metal egg moulds
	  • silicon rubber novelty moulds and shapes
	• multi-tier, platters and mirrors, cake boards, socles and decorative cloths
	• nougat lacquer and sugar colours, water-based, paste

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	colours, powdered colours or alcohol colours
	• polystyrene boxes and satay sticks, or tooth picks
	• round and oval-shaped basket weave boards complete with metal rods
	• silicon paper and mats
	• small very fine strainers
	• specific equipment for pastillage:
	  • cutters
	  • dried starch
	  • moulds
	  • sandpaper
	  • scalpels
	  • stencils
	  • wood saw
	• specific equipment for preparing chocolate showpieces:
	  • chocolate carving tools
	  • chocolate spray gun kit
	  • chocolate thermometer
	  • dipping forks
	  • gold leaf
	  • pasta machine for modelling chocolate
	  • plastic acetate sheets
	  • wooden boards
	• spirit burners with wicks and methylated spirits
	• textured rolling pin.

Operational Restaurant or Food and Beverage Outlet. **Generic equipment for those units coded FAB which are applicable to food and beverage service.**	***Fixtures and Large Equipment:*** • 2 sideboards or crockery and cutlery storage area • coffee and tea making facilities • computerised ordering system • minimum of 15 chairs • minimum of 5 tables • point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities • restaurant service desk.
	Small Equipment: • bread baskets • butter dishes • condiments and accompaniments • cruets and pepper mills • cutlery including main and entrée knives and forks, soup and

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	dessert spoons, teaspoons, side knives and serving utensils
	• food serviceware, including side plates, main plates, dessert bowls, coupes, entrée plates and soup bowls
	• linen/table dressing including:
	  • tablecloths
	  • overlays
	  • placemats
	  • napkins/serviettes
	• milk and sugar containers
	• service trays, platters and doilies
	• standard range of glassware for the service of non-alcoholic beverages such as:
	  • coffee
	  • soft drinks
	  • juices
	  • water
	  • tea
	• tea and coffee making facilities
	• tea and coffee pots
	• tea and coffee serviceware such as:
	  • cups
	  • saucers
	  • mugs
	  • glasses
	• water jugs.

	Stock:
	• ice
	• wide commercial range of non-alcoholic beverages:
	  • tea
	  • coffee
	  • carbonated drinks
	  • juices.

	Cleaning Materials and Equipment: • brooms, brushes and dustpans • buckets • cleaning cloths • commercial cleaning and sanitising agents and chemicals for cleaning public areas of commercial restaurants and service equipment • dishwashers

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	• mops.

	Workplace Documentation:
	• docket books
	• menus:
	  • beverage
	  • food
	• promotional materials.

	Specific equipment for preparing non-alcoholic beverages:
	• coffee:
	  • percolators and urns
	  • drip filter systems
	  • plungers
	• blenders
	• fridges
	• juicers
	• milkshake machines
	• tea strainer
	• teapots
	Workplace Documentation:
	• standard recipes for non-alcoholic drinks currently used by the hospitality industry.

	Specific equipment for the service of alcoholic beverages:
	• ice buckets, wine stands
	• service cloths for wine service
	• standard range of glassware for the service of:
	  • beer
	  • cocktails
	  • spirits
	  • wine
	• waiter's cloths
	• waiter's friend
	• waiter's station
	• wine baskets
	• wide commercial range of:
	  • bottled and canned beers
	  • wines
	• wine lists.

	Specific equipment for preparing espresso coffee:

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	• a workstation with industry-current commercial grade espresso machine and coffee grinders
	• bins for used coffee grounds
	• blind or blank filter
	• cleaning brushes
	• coffee grinders
	• colour coded cleaning cloths
	• flat edge implement such as a spatula for levelling off dosed filter basket
	• measuring equipment:
	  • stopwatch or timer
	  • thermometer
	• milk foaming jugs
	• napkins
	• powder shakers e.g. chocolate, cinnamon
	• service trays
	• spoons
	• stirrers
	• storage bins
	• straws
	• take-away cardboard trays
	• tamp mats
	• tampers
	• serviceware for different types of coffee beverages:
	  • cups
	  • saucers
	  • mugs
	  • glasses
	  • take away coffee cups and lids
	Stock:
	• a commercial range of coffee beans, ground coffee, other ingredients and accompaniments
	Workplace Documentation:
	• commercial beverage menus and standard recipes for coffee beverages currently used by the hospitality industry
	• Material Safety Data Sheets (MSDS) for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of MSDS
	• organisational and industry standards for presenting for espresso coffee beverages
	• cleaning and maintenance procedures for espresso coffee

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	machines and grinders.

	Specific equipment for providing room service:
	• cutlery
	• glassware
	• serviceware including plates, cups, bowls
	• serving tray and lid
	• toasters
	• trolleys
	• warming equipment such as:
	  • heated plates
	  • hot serving utensils.

	Specific equipment for providing silver service: • candles and matches or lighter • carafes for decanting wine • floral arrangements or bud vases • heated plates and hot serving utensils • service cloths for wine service • serving utensils • table crumber • waiter's friend • white cotton gloves • wine baskets.
	Specific equipment for providing gueridon service: • bowls • burner • carving boards • cutlery • fuel • gueridon cooking and serving utensils • gueridon trolleys • lighter • linen • service crockery • towels for hand cleaning.
Touring environment. **For units coded GDE, PPD and TOP.**	Touring environments are immensely diverse and can be for any style of tour involving groups or individuals; walking, adventure, special interest, educational, nature-based or ecotour or extended touring program. ***A commercially realistic touring environment could include:***

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	• attractions, such as theme parks, zoos and wildlife reserves or parks • camp sites • cultural sites and locations • destinations and places of general interest within the destinations • destinations or locations for which culturally or environmentally sustainable tourism operations can be established • environments suitable for camping • local or regional areas • national parks • operational depots for tour operators where pre-departure checks take place • remote areas where bush craft and survival techniques are used • sites, such as natural, cultural and heritage sites and centres, museums, art galleries, industrial sites and national parks • on board any form of transportation, including coaches, vehicles, vessels and aircraft • tourist precincts • transportation terminals for air, cruise, rail or coach travel. Due to the diversity of circumstances involved, equipment is not specified here. Unit specific equipment is identified within individual units. ***Touring Equipment would need to be selected according to the industry context and could include:*** • camping equipment suited to local industry conditions and food supplies used in the operation of a camping tour • communications equipment used to contact an operational depot • microphones for a guide's use • transportation, communications, navigation and other equipment used on remote tours • transportation such as a chartered coach or cruise vessel.
Workplace Documentation **For many units across all competency fields.**	People use documents and information in the workplace and RTOs must, therefore, have these available when preparing students for a job role. Contextualised requirements are prescribed in the 'Context of and specific resources' section for each unit of competency. A general list follows. These documents can apply to many different units.

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	Commercial information: • preferred supplier arrangements • purchase specifications • sources of negotiated cost of supply e.g. tariffs and price lists • supplier contracts.
	Customer information: • confirmation letters • customer files • customer profiles • customer reservation and operational data • customer service data bases • quotations.
	Financial documents: • current actual or training facsimile IATA BSP documentation including the Agency Billing Analysis Report • credit notes • customer and supplier invoices • end of service period or day reconciliations • financial reports • sales returns.
	Plans and reports: • Billing and Settlement Plan (BSP) • inventory • marketing • mis en place plans • product development • purchasing • sales • work health and safety.
	Policies and procedures to which people in the workplace must adhere: • anti-discrimination • commission and mark-up rates and procedures • commercial cleaning procedures and schedules • confidentiality of client information • customer care, complaints and dispute resolution • environmental management

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	• equal employment opportunity • food safety • hazard identification and risk assessment template documents • incident reporting • internal and external communication • public liability and duty of care • recycling and waste management • risk management • safety procedures for chemical accidents • staff handbooks • standard operating procedures • stock control • work health and safety • work flow schedules • workplace operations manuals.
	Product information: • chemical hazard charts • current airline, consolidator and IATA documentation or computer data such as schedules, tariffs and bulletins outlining rules, conditions and regulations • electronic information sources and information databases • food preparation lists • information databases • manufacturer safety data sheets • manufacturer's instructions • Material Safety Data Sheets (MSDS) • menus for restaurants • price lists • product and service manuals • product sales kits • recipes • reference books • sales brochures • supplier information kits • timetables • tour schedules.
	Regulatory information: • business management manuals issued by industry associations or commercial publishers • codes of practice and standards issued by government

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	regulators or industry groups
	• current plain English regulatory documents distributed by the state, territory, commonwealth or local government regulator covering:
	  • consumer protection
	  • food safety
	  • intellectual property
	  • responsible conduct of gaming
	  • responsible service of alcohol
	  • work health and safety
	• industrial awards
	• legislation of which senior managers must have knowledge.

	Research and general information: • industry association membership information and codes of conduct • industry publications, journals, trade magazines • information about employer and employee bodies • information and data on current industry market trends • job descriptions • published research reports • selection criteria for recruitment.
	Travel documentation: • air, cruise or other tickets • itineraries • operational itineraries and briefings for delivery crew e.g. Guides • rooming and passenger lists • visa and passport forms • vouchers.

Assessment of imported units of competency

SIT12 Tourism, Travel and Hospitality Training Package includes a number of units of competency imported from other endorsed Training Packages. These units must be assessed according to the relevant requirements of the parent training package. For guidance on assessment of imported units of competency, check the Assessment Guidelines of the originating Training Package by referring to a hard copy, or accessing Training.gov at www.training.gov.au

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

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- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance

(b) assessment of knowledge and skills must be integrated with their practical application

(c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

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Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

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To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration.*

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration,* Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration,* Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*..

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

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Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au >

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and the Department cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact www.serviceskills.com.au.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Food Safety	State and territory food safety authorities	Some state and territory food safety authorities have specific requirements for assessors. Those delivering assessment services for the units: • SITXFSA101 Use hygienic practices for food safety

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		• SITXFSA201 Participate in safe food handling practices must consult with the relevant state or territory food safety authority to determine accreditation arrangements for courses, trainers and assessors.
Responsible Service of Alcohol	State and territory liquor licensing authorities	Some state and territory liquor licensing authorities have specific requirements for assessors. Those delivering assessment services for the unit SITHFAB201 Provide responsible service of alcohol must consult with the relevant state or territory liquor licensing authority to determine accreditation arrangements for courses, trainers and assessors.
Administration of the Billing and Settlement Plan (BSP).	International Air Transport Association (IATA)	Assessment in the unit SITTTSL313 Administer billing and settlement plan must ensure the use of an assessor currently accredited by IATA for BSP. A partnership arrangement is appropriate. Those delivering assessment services for this unit must consult with IATA to determine accreditation arrangements for trainers and assessors.
Certification to Guide within Kakadu and Uluru National Parks, NT.		Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units: • SITTGDE101 Interpret aspects of local Australian Indigenous culture • SITTGDE306 Research and share general information on Australian Indigenous cultures. Those delivering assessment services for this certification must consult with Parks Australia to determine accreditation arrangements for trainers and assessors.

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The AQTF 2010 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2010 Essential Standards for Registration – (2010) follows:

1.4 Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

Vocational competency requirements for tourism, travel and hospitality industry assessors

As described above, to satisfy the requirements of the AQTF, assessors must have mandatory units of competency in assessment plus the relevant vocational competencies they are assessing.

For the tourism, travel and hospitality industries assessors, or at least one person in the assessment team, must satisfy two vocational competency requirements for AQTF compliance:

a) Have employment experience in the specific units of competency they are assessing. This industry experience must be relevant to the job role/s for which performance is being assessed. Supervisory and or managerial experience and a qualification in the industry field would be of benefit.
b) Have comprehensive current knowledge of the industry, current industry practices and the job role for which performance is being assessed. This current knowledge may be developed and demonstrated through:
    a. recent and relevant work experience in a commercial environment
    b. participation in relevant industry professional development activities
    c. conduct of relevant industry projects and research activities
    d. involvement in professional industry networks and memberships
    e. participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the tourism, travel and hospitality industries so that assessments reflect up to date workplace practice. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment, software packages and workplace documents are currently used.

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Certificates III and IV in Commercial Cookery

Assessors for the Certificate III or IV qualification in Commercial Cookery must hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	**Assessors, technical experts and workplace supervisors** **(includes mandated requirements and recommended attributes)**
Single assessor An individual **assessor** conducts the assessment	An **assessor** is required to: • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition • have industry experience relevant to the job role/s for which performance is being assessed • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed.
• **Partnership arrangement** An **assessor** works with a **technical expert** to conduct the assessment	An **assessor** is required to: • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • communicate and liaise with the technical expert throughout the assessment process. A **technical expert** must be a person who has who has the relevant vocational competencies and is required to: • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition have industry experience relevant to the job role/s for which performance is being assessed • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed.

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	• communicate and liaise with the assessor throughout the assessment process.
• **Assessment team/panel** A team working together to conduct the assessment	• Members of an **assessment team or panel** that combines expertise in assessment and vocational competence, work together to collect evidence and make judgements about competency. The members of the team are required to collectively: • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition • have industry experience relevant to the job role/s for which performance is being assessed • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed • communicate and liaise with all members of the assessment team throughout the assessment process.

Assessment requirements

Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Registration are as follows:

"1.5 *Assessment, including Recognition of Prior Learning:*

a) *meets the requirements of the relevant Training Package or accredited course*

b) *is conducted in accordance with the principles of assessment and the rules of evidence*

c) *meets workplace and, where relevant, regulatory requirements*

d) *is systematically validated."*

Requirements for Candidates

Individuals being assessed under statutory licensing and industry registration and certification systems must comply with training and experience requirements additional to the requirements identified in this Training Package. These additional requirements may apply to the following areas:

Casino table games

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The following suite of nine units applies to dealers working within licensed casinos which are regulated by state and territory gaming authorities:

- SITHGAM302 Operate table games
- SITHGAM303 Deal Baccarat games
- SITHGAM304 Conduct Big Wheel games
- SITHGAM305 Deal Blackjack games
- SITHGAM306 Deal Poker games
- SITHGAM307 Deal Pontoon games
- SITHGAM308 Conduct Rapid Roulette games
- SITHGAM309 Conduct Roulette games
- SITHGAM310 Conduct Sic Bo games.

Under some state and territory laws these are required occupational licensing units for those personnel conducting table games in licensed casinos. Candidates should seek advice from their local gaming authority and their casino employer on their requirement to complete one or more of these units.

Commercial cookery

Certificate III in Hospitality (Commercial Cookery) is recognised as the appropriate certificate for trade recognition. Some states and territories impose a mandatory period of industry experience before awarding trade recognition. Candidates should seek advice from their local department of education and training.

Food safety

In some states and territories there is a requirement for certain personnel involved in food handling to complete training and assessment in the following units:

- SITXFSA101 Use hygienic practices for food safety (previously SITXOHS002A Follow workplace hygiene procedures)
- SITXFSA201 Participate in safe food handling practices (previously SITXFSA001A Implement food safety procedures).

Candidates should seek advice from their local food safety authority on their requirement to complete these units.

Guiding

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:

- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTGDE306 Research and share general information on Australian Indigenous cultures.

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Candidates should seek advice from Parks Australia on this requirement and the availability of training.

Responsible service of alcohol

The unit SITHFAB201 Provide responsible service of alcohol incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol. Certification requirements differ across states and territories. In most cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

Candidates should seek advice from their local liquor licensing authority on their requirement to complete this unit.

Sale of Travel Insurance

Tourism personnel selling travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). They must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy and provide purchase advice. Candidates should seek advice from providers of travel insurance policies.

Travel agent licensing

Some travel and tourism businesses, including travel agencies, tour wholesalers and tour operators, must hold a travel agent's licence. They must meet the requirements of the relevant state or territory Department or Office of Fair Trading. Training and industry experience requirements vary but are most often linked to the achievement of the following unit by the manager of the business:

- SITTTSL310 Construct normal international airfares (previously THTSOP20B Construct normal international airfares).

Candidates should seek advice from their local business licensing authority on their requirement to complete this unit.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following table.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS

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Food Safety	State and territory food safety authorities	Some state and territory food safety authorities have specific requirements for training organisations. Those developing training and assessment strategies for the units: • SITXFSA101 Use hygienic practices for food safety • SITXFSA201 Participate in safe food handling practices must consult with the relevant state or territory food safety authority to determine accreditation arrangements for courses, trainers and assessors.
Responsible Service of Alcohol	State and territory liquor licensing authorities	Some state and territory liquor licensing authorities have specific requirements for training organisations. Those developing training and assessment strategies for the unit SITHFAB201 Provide responsible service of alcohol must consult with the relevant state or territory liquor licensing authority to determine accreditation arrangements for courses, trainers and assessors.
Casino Table Games	State and territory gaming authorities	State and territory gaming authorities restrict the training and assessment of casino table game units to licensed casinos and partnership RTOs. Those developing training and assessment strategies for these units must consult with the relevant state or territory gaming authority to determine accreditation arrangements for their organisation, courses, trainers and assessors.
Administration of the Billing and Settlement Plan (BSP)	International Air Transport Association (IATA)	Assessment in the unit SITTTSL313 Administer billing and settlement plan must ensure the use of an assessor currently accredited by IATA for BSP. A partnership arrangement is appropriate. Those developing training and assessment strategies for this unit must consult with IATA to determine accreditation arrangements for courses, trainers and assessors.
Certification to Guide within Kakadu and Uluru National Parks, NT.		Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks

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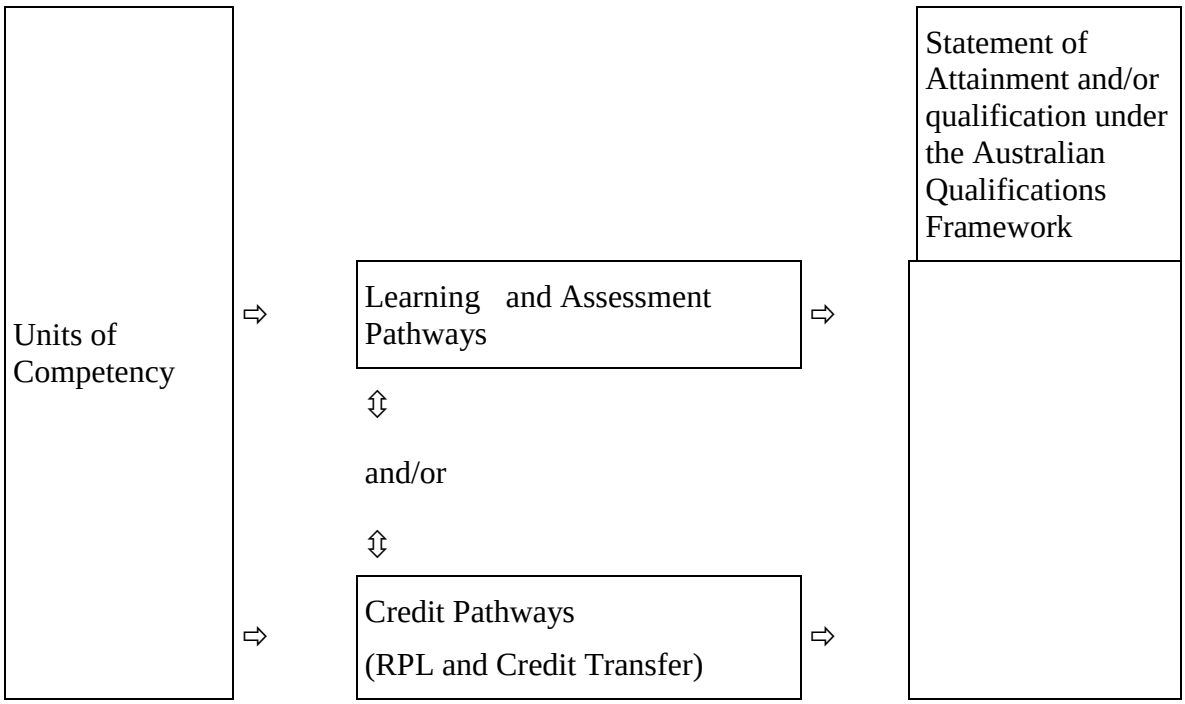
		in the Northern Territory. This training is based on the following units: • SITTGDE101 Interpret aspects of local Australian Indigenous culture • SITTGDE306 Research and share general information on Australian Indigenous cultures. Those developing training and assessment strategies for this certification must consult with Parks Australia to determine accreditation arrangements for courses, trainers and assessors.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



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Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

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The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate’s own work);

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- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

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This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <*www.ntis.gov.au*>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

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- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

a) meets the requirements of the relevant Training Package or accredited course
b) is conducted in accordance with the principles of assessment and the rules of evidence
c) meets workplace and, where relevant, regulatory requirements
d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

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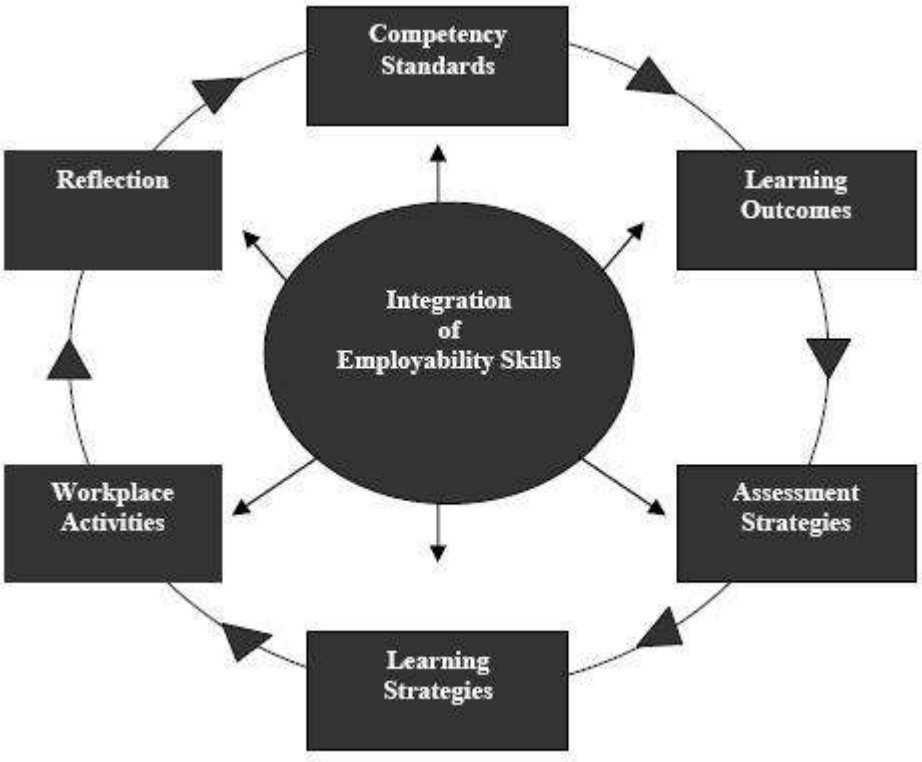

Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in

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SIT12 Tourism, Travel and Hospitality Training Packages go to the Service Skills Australiawebsite at www.serviceskills.com.au.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx .*

Further Sources *of Information*

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

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Contacts

Service Skills Australia

Level 10, 161 Clarence Street, Sydney NSW

Technical and Vocational Education and Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office, Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact:

Innovation & Business Skills Australia

Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and *AQTF 2010 Users' Guide to the Essential Standards for Registration – http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx*

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.
http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

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Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

  http://www.productservices.tvetaustralia.com.au/

- Service Skills Australia (www.serviceskills.com.au)
-

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

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Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

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If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

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Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills
-

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams

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Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

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Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

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SIT10112 Certificate I in Tourism (Australian Indigenous Culture)

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Editorial amendment to Modification History and Mapping notes.
1.0	E Replaces and is equivalent to SIT10107 Certificate I in Tourism (Australian Indigenous Culture). Intent of the qualification remains unchanged. Mainly minor updates only. Total number of units retained. Core units reduced from 3 to 2 and elective units increased from 3 to 4.

Description

This qualification reflects the role of individuals who participate in a range of routine and predictable tourism work activities. They work under close supervision and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

Job roles

This qualification provides a pathway to work in a range of job roles in the tourism, travel and hospitality industries in organisations with an Indigenous focus. Individuals may have a very specific role, as an Australian Indigenous person or other individual approved of by local elders, to share aspects of their culture with visitors in an informal way. Employers include tour operators or operators of a site or cultural or heritage centre.

Possible job titles include:

- assistant in an Indigenous cultural centre

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- assistant Indigenous guide
- Indigenous storyteller.

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT10112 Certificate I in Tourism (Australian Indigenous Culture), individuals could progress to a wide range of other qualifications in the service industries.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Talking with Indigenous community members about what information can be shared with customers; speaking clearly and directly to customers to interpret and share information about local Australian Indigenous culture.
Initiative and enterprise	Thinking about better ways of interpreting information on traditional and contemporary practices; seeking feedback on tourism services from customers and providing information and suggestions to supervisors.
Learning	Talking with community members and elders about traditional and contemporary practices to extend knowledge of local Australian Indigenous culture.

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Planning and organising	Collecting and organising Indigenous cultural information to share with customers; collecting and organising workplace procedures to guide operational and customer service activities.
Problem-solving	Thinking about community problems with sharing aspects of Australian Indigenous culture; avoiding problems by planning the delivery of information that complies with community wishes.
Self-management	Following policies and procedures for legal and community compliance; knowing own job role in tourism service activities and safe working practices.
Teamwork	Taking instructions from others and understanding own role in servicing the needs of the tourism customer; working as a community team member to discuss and abide by community protocols on sharing cultural information.
Technology	Understanding the operating capability and demonstrating and explaining the use of Indigenous technologies to customers.

Packaging Rules

6 units must be completed:

- 2 core units
- 4 elective units, consisting of:
  - 4 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITTGDE101 Interpret aspects of local Australian Indigenous culture

SITXWHS101 Participate in safe work practices

Elective units

Accommodation Services

SITHACS101 Clean premises and equipment

Administration

TLIE1005A Carry out basic workplace calculations

Client and Customer Service

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SITXCCS101 Provide information and assistance

Communication and Teamwork

BSBCMM201A Communicate in the workplace

BSBWOR203B Work effectively with others

SITXCOM101 Source and present information

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

ICAICT104A Use digital devices

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Food Safety

SITXFSA101 Use hygienic practices for food safety

Sales

SIRXSLS201 Sell products and services

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Assistant in an Indigenous cultural centre

BSBCMM201A Communicate in the workplace

ICAICT104A Use digital devices

SIRXSLS201 Sell products and services

SITXCCS101 Provide information and assistance

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SIT10213 Certificate I in Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT10212 Certificate I in Hospitality. Intent of the qualification remains unchanged. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. Core units reduced from 4 to 3 units. Elective units increased from 2 to 3 units.

Description

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

This qualification is suitable for VET in Schools (VETiS) delivery.

Job roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar useful
- food runner

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- glass runner
- housekeeping assistant
- kitchen steward
- kitchen useful.

Pathways Information

Pathways into the qualification

Individuals may enter SIT10213 Certificate I in Hospitality with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT10213 Certificate I in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with colleagues and customers to identify their needs; speaking clearly and directly to customers to ensure a positive hospitality experience.
Initiative and enterprise	Thinking about better ways of completing operational activities and suggesting these to supervisors; seeking feedback on hospitality services from customers and providing information and suggestions to supervisors.
Learning	Being open to opportunities that are presented to learn new things about the hospitality industry, new operational tasks and better ways of providing hospitality service.

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Planning and organising	Collecting and organising workplace procedures to guide operational activities; planning operational activities to ensure a smooth workflow which delivers a positive service outcome for hospitality customers.
Problem-solving	Identifying operational and customer service problems and requesting assistance from team members and supervisors to solve issues.
Self-management	Following policies and procedures for legal compliance, operational and service activities; knowing own job role in hospitality operational activities and safe working practices.
Teamwork	Taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members with operational activities to achieve quality service delivery of the hospitality product.
Technology	Understanding the operating capability of tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the workplace.

Packaging Rules

Packaging rules

6 units must be completed:

- 3 core units
- 3 elective units, consisting of:
  - 1 unit from Group A
  - 2 units from Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITXCCS101 Provide information and assistance

SITXWHS101 Participate in safe work practices

Elective units

Group A

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SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

Accommodation Services

CPPCLO1040A Prepare for work in the cleaning industry

SITHACS101 Clean premises and equipment

Administration

BSBWOR202A Organise and complete daily work activities

TLIE1005A Carry out basic workplace calculations

Commercial Cookery and Catering

SITHCCC101 Use food preparation equipment *

SITHCCC102 Prepare simple dishes *

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

SITXCOM101 Source and present information

Food and Beverage

SITHFAB101 Clean and tidy bar areas *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Food Safety

SITXFSA101 Use hygienic practices for food safety

Kitchen Operations

SITHKOP101 Clean kitchen premises and equipment *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Working in Industry

SITHIND101 Use hygienic practices for hospitality service

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Bar useful

BSBWOR202A Organise and complete daily work activities

SITHFAB101 Clean and tidy bar areas

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SITXFSA101 Use hygienic practices for food safety

Catering Assistant

SITHCCC101 Use food preparation equipment

SITHCCC102 Prepare simple dishes

SITXFSA101 Use hygienic practices for food safety

Housekeeping assistant

CPPCLO1040A Prepare for work in the cleaning industry

SITHACS101 Clean premises and equipment

SITHIND101 Use hygienic practices for hospitality service

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SIT20112 Certificate II in Tourism

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported unit updated.
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT20107 Certificate II in Tourism. Intent of the qualification remains unchanged. Minor updates only.

Description

This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Job roles

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both.

Possible job titles include:

- documentation clerk for a tour wholesaler
- museum attendant
- office assistant for a small tour operator
- receptionist and office assistant in a professional conference organiser

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- receptionist and office assistant in a retail travel agency
- retail sales assistant in an attraction
- ride attendant in an attraction.

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery and for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20112 Certificate II in Tourism, individuals may progress to Certificate III qualifications in a range of industries.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interacting with customers in a polite and friendly manner, asking questions and actively listening to customers to determine their needs; providing clear and accurate information to customers and colleagues to ensure a positive tourism experience; interpreting verbal and written information on tourism products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors.
Initiative and enterprise	Identifying and discussing with supervisors better ways to organise tourism sales, operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.

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Learning	Participating in activities to learn new things about the tourism industry, new operational tasks and better ways of providing tourism service; seeking and sharing information with colleagues on new tourism products and services.
Planning and organising	Collecting and organising customer, product and procedural information to efficiently coordinate tourism sales, operational and service activities; planning operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for tourism customers.
Problem-solving	Thinking about problems that relate to own role in tourism sales, operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.
Self-management	Following policies and procedures for legal compliance; taking responsibility for servicing the tourism customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in tourism, sales operational and service activities.
Teamwork	Working as a team member, taking instructions from others and understanding own role in servicing the needs of the tourism customer; supporting other team members to coordinate tourism sales and operational activities to achieve quality service delivery of the tourism product; respecting the social and cultural diversity of team members and seeking their assistance to service the culturally diverse needs of tourism customers.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in tourism sales, operational and service activities; correctly using equipment to manage personal safety in the workplace.

Packaging Rules

11 units must be completed:

- 4 core units
- 7 elective units, consisting of:
  - 3 units from the list below

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- 4 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITTIND201 Source and use information on the tourism and travel industry

SITXCCS202 Interact with customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Elective units

Accommodation Services

SITHACS101 Clean premises and equipment

Client and Customer Service

SITXCCS101 Provide information and assistance

SITXCCS201 Provide visitor information

Cultural Services

CULCNM201A Monitor collections for changes in condition

CULEVP201A Assist with the presentation of public activities and events

CULMS201C Develop and apply knowledge of the museum industry

Communication and Teamwork

BSBCMM201A Communicate in the workplace

BSBWOR203B Work effectively with others

SITXCOM101 Source and present information

SITXCOM202 Provide a briefing or scripted commentary

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU301A Create and use databases

BSBITU307A Develop keyboarding speed and accuracy

BSBWOR204A Use business technology

Environmental Sustainability

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BSBSUS201A Participate in environmentally sustainable work practices

Finance

SITXFIN201 Process financial transactions

First Aid

HLTAID003 Provide first aid

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB203 Prepare and serve non-alcoholic beverages ^

SITHFAB204 Prepare and serve espresso coffee ^

^ Prerequisite is SITXFSA101 Use hygienic practices for food safety

Food Safety

SITXFSA101 Use hygienic practices for food safety

Guiding

SITTGDE101 Interpret aspects of local Australian Indigenous culture

Inventory

SITXINV201 Receive and store stock

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

Risk Management and Security

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Tour Operations

TLIC1051A Operate a commercial vehicle

Tourism Sales and Operations

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

Venue and Facility Operations

SITTVAF201 Load and unload a ride

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

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Museum attendant

CULCNM201A Monitor collections for changes in condition

CULEVP201A Assist with the presentation of public activities and events

CULMS201C Develop and apply knowledge of the museum industry

SIRXSLS201 Sell products and services

SITXCCS201 Provide visitor information

SITXCOM202 Provide a briefing or scripted commentary

SITXFIN201 Process financial transactions

Office assistant for a small tour operator

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU307A Develop keyboarding speed and accuracy

BSBWOR204A Use business technology

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL307 Process travel-related documentation

Retail sales assistant in an attraction

SIRXRSK201 Minimise loss

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

SITHFAB203Prepare and serve non-alcoholic beverages

SITXCCS201 Provide visitor information

SITXFIN201 Process financial transactions

SITXLAN21__ Conduct basic oral communication in a language other than English

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SIT20213 Certificate II in Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT20212 Certificate II in Hospitality. Intent of the qualification remains unchanged. SITXCOM201 Show social and cultural sensitivity replaces a core unit. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. Total number of units increased by 1. Elective units increased from 5 to 6 units.

Description

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

This qualification is suitable for VET in Schools (VETiS) delivery and for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar attendant
- bottle shop attendant
- café attendant

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- catering assistant
- food and beverage attendant
- front office assistant
- gaming attendant
- porter
- room attendant.

^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

Pathways into the qualification

Individuals may enter SIT20213 Certificate II in Hospitality with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20213 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interacting with customers in a polite and friendly manner, asking questions and actively listening to customers to determine their needs; providing clear and accurate information to customers and colleagues to ensure a positive hospitality experience; interpreting verbal and written information on hospitality products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors.
Initiative and	Identifying and discussing with supervisors better ways to organise

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enterprise	hospitality operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.
Learning	Participating in activities to learn new things about the hospitality industry, new operational tasks and better ways of providing hospitality service; seeking and sharing information with colleagues on new hospitality products and services.
Planning and organising	Collecting and organising customer, product and procedural information to efficiently coordinate hospitality operational and service activities; planning both operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for hospitality customers.
Problem-solving	Thinking about problems that relate to own role in hospitality operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.
Self-management	Following policies and procedures for legal compliance; taking responsibility for servicing the hospitality customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in hospitality operational and service activities.
Teamwork	Working as a team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members to coordinate hospitality operational and service activities to achieve quality service delivery of the hospitality product; respecting the cultural diversity of team members and seeking their assistance to service the culturally diverse needs of hospitality customers.
Technology	Understanding the operating capability of tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the workplace.

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units, consisting of:

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- 1 unit from Group A
- 3 units from Group B
- 2 units from Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITHIND201 Source and use information on the hospitality industry

SITHIND202 Use hospitality skills effectively

SITXCOM201 Show social and cultural sensitivity

SITXCCS202 Interact with customers

SITXWHS101 Participate in safe work practices

Elective units

Group A

SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS203 Launder linen and guest clothes

SITHACS204 Provide porter services

Administration

TLIE1005A Carry out basic workplace calculations

Client and Customer Service

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SITXCCS201 Provide visitor information

Communication and Teamwork

BSBCMM201A Communicate in the workplace

SITXCOM101 Source and present information

Commercial Cookery and Catering

SITHCCC102 Prepare simple dishes *

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC202 Produce appetisers and salads *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Finance

BSBFIA301A Maintain financial records

SITXFIN201 Process financial transactions

First Aid

HLTAID003 Provide first aid

^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)

Food and Beverage

SITHFAB101 Clean and tidy bar areas *

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB205 Provide room service *

SITHFAB206 Serve food and beverage *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

Food Safety

SITXFSA101 Use hygienic practices for food safety

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SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

Gaming

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines ›

SITHGAM203 Operate a TAB outlet ›

SITHGAM204 Conduct Keno games ›

›Prerequisite is SITHGAM201 Provide responsible gambling services

Inventory

SITXINV201 Receive and store stock

SITXINV202 Maintain the quality of perishable items *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Kitchen Operations

SITHKOP101 Clean kitchen premises and equipment *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

Sales

SIRRRPK006A Recommend liquor products

SIRXSLS201 Sell products and services

Working in Industry

SITHIND101 Use hygienic practices for hospitality service

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Bar attendant in a club or hotel

SITHFAB101 Clean and tidy bar areas

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar

SITXFIN201 Process financial transactions

SITXFSA101 Use hygienic practices for food safety

SITXINV201 Receive and store stock

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Catering assistant

SITHCCC104 Package prepared foodstuffs

SITHFAB206 Serve food and beverage

SITHKOP101 Clean kitchen premises and equipment

SITXFSA101 Use hygienic practices for food safety

SITXINV201 Receive and store stock

SITXINV202 Maintain the quality of perishable items

Food and beverage attendant in a cafe

SITHFAB203 Prepare and serve non-alcoholic beverages

SITHFAB204 Prepare and serve espresso coffee

SITHFAB206 Serve food and beverage

SITXFIN201 Process financial transactions

SITXFSA101 Use hygienic practices for food safety

SIRXSLS201 Sell products and services

Gaming attendant in a club or hotel

BSBWOR204A Use business technology

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines

SITHGAM204 Conduct Keno games

SITHIND101 Use hygienic practices for hospitality service

SITXFIN201 Process financial transactions

Housekeeping attendant

BSBSUS201A Participate in environmentally sustainable work practices

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHIND101 Use hygienic practices for hospitality service

SITXINV201 Receive and store stock

Porter

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BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR204A Use business technology

SITHACS204 Provide porter services

SITHIND101 Use hygienic practices for hospitality service

SITXCCS201 Provide visitor information

SITXLAN21__ Conduct basic oral communication in a language other than English

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SIT20312 Certificate II in Kitchen Operations

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported unit updated. Editorial correction to unit title(s).
1.0	E Replaces and is equivalent to SIT20307 Certificate II in Hospitality (Kitchen Operations). Intent of the qualification remains unchanged. Total number of units reduced by 3. Core units reduced from 11 to 8 units. Title of qualification simplified.

Description

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. Those skills are reflected in SIT30812 Certificate III in Commercial Cookery.

Job roles

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Possible job titles include:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook.

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^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery and for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter SIT20312 Certificate II in Kitchen Operations with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20312 Certificate II in Kitchen Operations, individuals could progress to Certificate III qualifications in commercial cookery, patisserie and catering operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interacting with colleagues in a polite and friendly manner, asking questions and actively listening to determine customer meal requests; interpreting verbal and written information on menu items, recipes and operational procedures; discussing operational and service difficulties with colleagues and supervisors.
Initiative and enterprise	Identifying and discussing with supervisors better ways to organise operational activities in the kitchen; seeking information on new technologies and suggesting their use to supervisors.

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Learning	Participating in activities to learn new things about kitchen operations, new operational tasks and better ways of providing meal service; seeking and sharing information with colleagues on new recipes and menu items.
Planning and organising	Collecting and organising menu, recipe and procedural information to efficiently participate in operational activities in the kitchen; planning both operational and daily activities to ensure a smooth workflow which delivers a positive dining experience to the hospitality customer.
Problem-solving	Thinking about problems that relate to own role in kitchen operations; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational problems in the kitchen.
Self-management	Following policies and procedures for legal compliance; taking responsibility for servicing the hospitality customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in kitchen activities.
Teamwork	Working as a kitchen team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members to coordinate operational activities in the kitchen to ensure a positive dining experience for the hospitality customer.
Technology	Understanding the operating capability of kitchen tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the kitchen.

Packaging Rules

13 units must be completed:

- 8 core units
- 5 elective units, consisting of:
  - 3 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITHCCC101 Use food preparation equipment *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC207 Use cookery skills effectively *

SITHKOP101 Clean kitchen premises and equipment *

SITXFSA101 Use hygienic practices for food safety

SITXINV202 Maintain the quality of perishable items*

SITXWHS101 Participate in safe work practices

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Elective units

Administration

TLIE1005A Carry out basic workplace calculations

Client and Customer Service

SITXCCS202 Interact with customers

Commercial Cookery and Catering

SITHCCC102 Prepare simple dishes *

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC205 Produce cook-chill cook-chill and cook-freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Communication and Teamwork

BSBCMM201A Communicate in the workplace

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

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First Aid

HLTAID003 Provide first aid

^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)

Food and Beverage

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Food Safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202Transport and store food

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Breakfast cook

SITHCCC102 Prepare simple dishes

SITHCCC103 Prepare sandwiches

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHFAB203 Prepare and serve non-alcoholic beverages

SITHFAB204 Prepare and serve espresso coffee

Cook in a cafe or small restaurant

SITHCCC103 Prepare sandwiches

SITHCCC202 Produce appetisers and salads

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHCCC206 Rethermalise chilled and frozen foods

SITXCCS202 Interact with customers

Fast food cook

SITHCCC102 Prepare simple dishes

SITHCCC103 Prepare sandwiches

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SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHCCC206 Rethermalise chilled and frozen foods

SITHFAB203 Prepare and serve non-alcoholic beverages

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SIT20412 Certificate II in Asian Cookery

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported unit updated. Editorial corrections to unit title(s).
1.0	E Replaces and is equivalent to SIT20407 Certificate II in Hospitality (Asian Cookery). Intent of the qualification remains unchanged. Total number of units reduced by 4. Core units reduced from 11 to 8 units. Elective units reduced from 5 to 4 units. Title of qualification simplified.

Description

This qualification reflects the role of individuals working in Asian kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision.

Job roles

This qualification provides a pathway to work in Asian kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs and cafes.

Possible job titles include:

- fast-food cook
- take-away cook.

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery and for an Australian Apprenticeship pathway.

Pathways into the qualification

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Individuals may enter SIT20412 Certificate II in Asian Cookery with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20412 Certificate II in Asian Cookery, individuals could progress to Certificate III qualifications in asian cookery, commercial cookery, patisserie and catering operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interacting with colleagues in a polite and friendly manner, asking questions and actively listening to determine customer meal requests; interpreting verbal and written information on menu items, recipes and operational procedures; discussing operational and service difficulties with colleagues and supervisors.
Initiative and enterprise	Identifying and discussing with supervisors better ways to organise operational activities in the kitchen; seeking information on new technologies and suggesting their use to supervisors.
Learning	Participating in activities to learn new things about kitchen operations, new operational tasks and better ways of providing meal service; seeking and sharing information with colleagues on new Asian recipes and menu items.
Planning and organising	Collecting and organising menu, recipe and procedural information to efficiently participate in operational activities in the kitchen; planning both operational and daily activities to ensure a smooth workflow which delivers a positive dining

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	experience to the hospitality customer.
Problem-solving	Thinking about problems that relate to own role in kitchen operations; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational problems in the kitchen.
Self-management	Following policies and procedures for legal compliance; taking responsibility for servicing the hospitality customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in kitchen activities.
Teamwork	Working as a kitchen team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members to coordinate operational activities in the kitchen to ensure a positive dining experience for the hospitality customer.
Technology	Understanding the operating capability of Asian cookery tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the kitchen.

Packaging Rules

12 units must be completed:

- 8 core units
- 4 elective units, consisting of:
  - 2 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITHASC201 Produce dishes using basic methods of Asian cookery *

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SITHCCC101 Use food preparation equipment *

SITHCCC207 Use cookery skills effectively *

SITHKOP101 Clean kitchen premises and equipment *

SITXFSA101 Use hygienic practices for food safety

SITXINV202 Maintain the quality of perishable items*

SITXWHS101 Participate in safe work practices

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Elective units

Administration

TLIE1005A Carry out basic workplace calculations

Asian Cookery

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC207 Produce curry pastes and powders *

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Commercial Cookery and Catering

SITHCCC102 Prepare simple dishes *

SITHCCC104 Package prepared foodstuffs *

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Communication and Teamwork

SITXCOM201 Show social and cultural sensitivity

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

First Aid

HLTAID003 Provide first aid

Food Safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

Working in Industry

SITHIND201 Source and use information on the hospitality industry

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Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Cook in an Asian restaurant

SITHASC202 Produce Asian appetisers and snacks

SITHASC203 Produce Asian stocks and soups

SITHASC204 Produce Asian sauces, dips and accompaniments

SITHASC206 Produce Asian rice and noodles

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SIT20512 Certificate II in Holiday Parks and Resorts

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated.
1.0	E Replaces and is equivalent to SIT20509 Certificate II in Holiday Parks and Resorts. Intent of the qualification remains unchanged. Minor updates only.

Description

This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Job roles

This qualification provides a pathway to work in a front office, housekeeping or grounds maintenance environment in a holiday park or resort.

Possible job titles include:

- housekeeping assistant
- junior handyperson
- office assistant.

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery and for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter SIT20512 Certificate II in Holiday Parks and Resorts with limited or no vocational experience and without a lower level qualification.

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Pathways from the qualification

After achieving SIT20512 Certificate II in Holiday Parks and Resorts, individuals could progress to SIT31212 Certificate III in Holiday Parks and Resorts, or to Certificate III qualifications in any service industry field.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interacting with customers in a polite and friendly manner, asking questions and actively listening to customers to determine their needs; providing clear and accurate information to customers and colleagues to ensure a positive holiday parks and resort experience; interpreting verbal and written information on holiday parks and resort products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors.
Initiative and enterprise	Identifying and discussing with supervisors better ways to organise holiday parks and resort operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.
Learning	Sourcing opportunities to learn new things about the holiday parks and resort industry, new operational tasks and better ways of providing holiday parks and resort service; proactively seeking and sharing information with colleagues on new holiday parks and resort products and services.
Planning and organising	Collecting and organising customer, product and procedural information to efficiently coordinate holiday parks and resort operational and service activities; planning both operational and daily activities to ensure a smooth workflow which delivers a

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	positive service outcome for holiday parks and resort customers.
Problem-solving	Thinking about problems that relate to own role in holiday parks and resort operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.
Self-management	Taking responsibility for own job role, legal and other responsibilities in servicing the holiday parks and resort customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in holiday parks and resort operational and service activities.
Teamwork	Working as a team member, taking instructions from others and understanding own role in servicing the needs of the holiday parks and resort customer; supporting other team members to coordinate holiday parks and resort operational and service activities to achieve quality service delivery of the holiday parks and resort product; respecting the cultural diversity of team members and seeking their assistance to service the culturally diverse needs of holiday parks and resort customers.
Technology	Understanding the operating capability of tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the workplace.

Packaging Rules

11 units must be completed:

- 4 core units
- 7 elective units, consisting of:
  - 5 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

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Core units

BSBWOR202A Organise and complete daily work activities

SITTIND202 Source and use information on the holiday park and resort industry

SITXCCS202 Interact with customers

SITXWHS101 Participate in safe work practices

Elective units

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

Administration

TLIE1005A Carry out basic workplace calculations

Building and Grounds Maintenance

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

RIISAM204B Operate small plant and equipment

SIFCBGM001 Provide general grounds care

SIFCBGM002 Maintain property and structures

SISCAQU201A Monitor pool water quality

Client and Customer Service

SITXCCS101 Provide information and assistance

SITXCCS201 Provide visitor information

Communication and Teamwork

BSBCMM201A Communicate in the workplace

BSBWOR203B Work effectively with others

SITXCOM101 Source and present information

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SITXCOM201 Show social and cultural sensitivity

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU307A Develop keyboarding speed and accuracy

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Finance

SITXFIN201 Process financial transactions

First Aid

HLTAID003 Provide first aid

Food and Beverage

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

Food Safety

SITXFSA101 Use hygienic practices for food safety

Inventory

SITXINV201 Receive and store stock

Risk Management and Security

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Tour Operations

TLIB2003A Carry out vehicle servicing and maintenance

Tourism Sales and Operations

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Housekeeping Assistant

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BSBSUS201A Participate in environmentally sustainable work practices
SITHACS101 Clean premises and equipment
SITHACS201 Provide housekeeping services to guests
SITHACS202 Prepare rooms for guests
SITXCOM201 Show social and cultural sensitivity
SITXFSA101 Use hygienic work practices for food safety
SITXINV201 Receive and store stock

Junior Handyperson

MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations
RIISAM204B Operate small plant and equipment
SIFCBGM001 Provide general grounds care
SIFCBGM002 Maintain property and structures
SISCAQU201A Monitor pool water quality
TLIB2003A Carry out vehicle servicing and maintenance

Office Assistant

BSBITU201A Produce simple word processed documents
BSBWOR204A Use business technology
SITTTSL201 Operate an online information system
SITTTSL202 Access and interpret product information
SITXCCS201 Provide visitor information
SITXCOM201 Show social and cultural sensitivity
SITXFIN201 Process financial transactions

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SIT30112 Certificate III in Tourism

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated.
1.1	Updates to metadata.
1.0	E Overall intent of the qualification remains unchanged. Covers the outcomes of previous qualification SIT30407 Certificate III in Tourism (Visitor Information Services). Note the Visitor Information Services outcome was always possible in the previous version of this qualification. Some changes to packaging rules to ensure tourism specific outcomes. Slightly more flexible with core units reduced by 1 and electives increased by 1.

Description

This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

Job roles

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both.

Possible job titles include:

- attraction or theme park attendant

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- booking agent
- cellar door salesperson and guide in a winery
- guide and salesperson in an Indigenous cultural centre
- inbound tour coordinator
- museum attendant
- operations consultant for a tour operator
- reservation sales agent for a tour operator
- sales consultant
- senior ride operator in an attraction or theme park
- visitor information officer.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving SIT30112 Certificate III in Tourism, individuals could progress to SIT40212 Certificate IV in Travel and Tourism, or to Certificate IV qualifications in any service industry field.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements and tourism products and services to ensure efficient service delivery; determining and interpreting customer preferences to sell proactively and persuasively; negotiating

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	acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive tourism experience.
Initiative and enterprise	Identifying and suggesting ways to improve sales, operational and service efficiency; generating and suggesting ideas for new or improved products.
Learning	Knowing own product knowledge and service skill strengths and weaknesses, being aware of opportunities to learn and participating in tourism industry professional development activities; seeking and sharing information with colleagues on new tourism trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer and product information to plan for and deliver a positive service outcome for tourism customers; collecting and analysing information to meet the specific needs of the customer group; setting timelines, planning and organising own work flow to efficiently coordinate tourism sales, operational and service activities within deadlines; using predetermined policies and procedures to guide the planning and delivery of tourism products.
Problem-solving	Anticipating problems that may arise with sales, operational and service activities; mitigating problems by planning sales, operational and service activities; identifying and clarifying the extent of problems; taking responsibility for solving sales, operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to sell, plan or deliver tourism products and services; taking responsibility for own job role in servicing the tourism customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs of customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the tourism business; taking responsibility for own role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.

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Technology	Understanding the operating capability of, selecting and using technologies that assist in planning and delivering tourism products such as computer systems and software, microphones, vehicles, navigation equipment, and recreational and entertainment equipment; correctly using equipment to manage personal safety in the workplace.

Packaging Rules

15 units must be completed:

- 4 core units
- 11 elective units, consisting of:
  - 3 units from Group A
  - 4 units from Group A or Group B
  - 4 additional units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITTIND201 Source and use information on the tourism and travel industry

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Elective units

Group A

Communication and Teamwork

SITXCOM202 Provide a briefing or scripted commentary

Guiding

SITTGDE101 Interpret aspects of local Australian Indigenous culture

SITTGDE302 Provide arrival and departure assistance

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

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SITTGDE306 Research and share general information on Australian Indigenous cultures

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

SITTGDE308 Prepare specialised interpretive content on marine environments

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

Tour Operations

SITTTOP301 Load touring equipment

SITTTOP302 Provide outdoor catering

TLIB2003A Carry out vehicle servicing and maintenance

TLIC1051A Operate a commercial vehicle

TLIC2025A Operate a four wheel drive vehicle

TLIC3042A Operate coach/bus

Tourism Sales and Office Operations

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

Venue and Facility Operations

SITTVAF201 Load and unload a ride

SITTVAF301 Operate a ride location

SITTVAF302 Operate a games location

Group B

Accommodation Services

SITHACS101 Clean premises and equipment

SITHACS303 Provide accommodation reception services

Client and Customer Service

SITXCCS101 Provide information and assistance

SITXCCS201 Provide visitor information

SITXCCS301 Provide lost and found services

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Communication and Teamwork

BSBCMM201A Communicate in the workplace

Computer Operations and ICT Management

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

Crisis Management

SITXCRI401 Respond to a customer in crisis

E-Business

BSBEBU401A Review and maintain a website

BSBITU305A Conduct online transactions

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Events

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT304 Provide event staging support

Finance

BSBFIA301A Maintain financial records

BSBFIA303A Process accounts payable and receivable

SITXFIN201 Process financial transactions

First Aid

HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB203 Prepare and serve non-alcoholic beverages ^

SITHFAB204 Prepare and serve espresso coffee ^

SITHFAB206 Serve food and beverage ^

SITHFAB302 Conduct a product tasting for alcoholic beverages *

SITHFAB307 Provide table service of food and beverage ^*

SITHFAB309 Provide advice on food

^ Prerequisite is SITXFSA101 Use hygienic practices for food safety

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* Prerequisite is SITHFAB201 Provide responsible service of alcohol

Food Safety

SITXFSA101 Use hygienic practices for food safety

Human Resource Management

SITXHRM301 Coach others in job skills

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

SITXINV401 Control stock

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Merchandising

SIRXMER201 Merchandise products

Quality and Innovation

BSBCRT101A Apply critical thinking techniques

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Attraction attendant

BSBSUS201A Participate in environmentally sustainable work practices

HLTAID003 Provide first aid

SIRXSLS201 Sell products and services

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SITHFAB203 Prepare and serve non-alcoholic beverages

SITHFAB206 Serve food and beverage

SITTVAF201 Load and unload a ride

SITTVAF301 Operate a ride location

SITXCOM202 Provide a briefing or scripted commentary

SITXFIN201 Process financial transactions

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXWHS301 Identify hazards, assess and control safety risks

Cellar door sales person and guide in a winery

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

SITHFAB201 Provide responsible service of alcohol

SITHFAB302 Conduct a product tasting for alcoholic beverages

SITHFAB307 Provide table service of food and beverage

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

SITXCCS201 Provide visitor information

SITXFIN201 Process financial transactions

SITXLAN31__ Conduct oral communication in a language other than English

Inbound tour coordinator

BSBITU306A Design and produce business documents

BSBSUS201A Participate in environmentally sustainable work practices

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

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Reservation sales agent for a tour operator

BSBITU301A Create and use databases

BSBITU305A Conduct online transactions

BSBITU306A Design and produce business documents

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCRI401 Respond to a customer in crisis

Visitor information officer

BSBITU301A Create and use databases

BSBITU306A Design and produce business documents

BSBSUS201A Participate in environmentally sustainable work practices

SIRXSLS201 Sell products and services

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITXCCS201 Provide visitor information

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SIT30513 Certificate III in Guiding

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT30512 Certificate III in Guiding. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of individuals who use a range of guiding skills combined with a substantial depth of subject matter knowledge. They work with some independence and under limited supervision using discretion and judgement to resolve problems.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work as a guide in many tourism industry sectors. Guides at this level usually work in particular areas or sites, including attractions, cultural and heritage sites, in tourist precincts, in marine and national parks, in wineries or onboard day or extended cruise vessels.

Possible job titles include:

- cultural guide
- heritage guide
- interpretive guide
- museum guide
- nature-based site guide
- site guide
- tour guide
- walking guide
- winery guide.

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Pathways Information

Pathways into the qualification

It is recommended that people entering this qualification are able to demonstrate the effective interpersonal communication skills required to succeed as a guide.

Pathways from the qualification

After achieving SIT30513 Certificate III in Guiding, individuals could progress to SIT40112 Certificate IV in Guiding.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with tourism operators to determine specific needs of customer groups to deliver tailored information; interpreting and providing clear and accurate information in tour commentaries; interpreting verbal and written operational information to ensure smooth delivery of tour or activity; negotiating acceptable solutions to customer problems and complaints.
Initiative and enterprise	Adapting to emerging operational situations and problems by initiating effective operational responses to ensure smooth tour delivery; identifying and suggesting ways to improve operational and service efficiency; suggesting ideas for new or improved products for the tourism operator.
Learning	Knowing own skill and knowledge strengths and weaknesses; sourcing ongoing learning opportunities and information to regularly update required guiding knowledge; sharing information with colleagues.

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Planning and organising	Collecting, analysing and organising customer, product and procedural information to allow for smooth delivery of tour or activity; collecting, analysing and selecting appropriate guiding information to meet the needs of the specific customer group; pacing the delivery of tour and information to meet the operational and customer service requirements.
Problem-solving	Responding to problems that arise with tour or activity by making adjustments that minimise disruption to customers and provide a quality tourism experience; identifying and clarifying the extent of problems that arise during the tour or activity, taking responsibility for solving operational and service issues; referring high-level problems to tourism operators and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; acting through self-direction and organising own work time and priorities when preparing for and delivering tours or activities; working independently to deliver the tour or activity; taking responsibility servicing the tourism customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance from tourism operators on success in effectively servicing the needs of tour or activity participants.
Teamwork	Working as a skilled team member to deliver the quality service goals of the tourism operator; taking responsibility for own role in delivering the tour or activity and servicing the needs of group members; leading the tour or activity participants as a team, providing instructions and building group cohesion.
Technology	Understanding the operating capability of, selecting and using technologies that assist in preparing participant information and delivering tours or activities such as computer systems and software, microphones, recreational and entertainment equipment; correctly using equipment to manage personal safety in the workplace.

Packaging Rules

13 units must be completed:

- 9 core units
- 4 elective units, consisting of:

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- 2 unit from the list below
- 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

HLTAID003 Provide first aid

SITTGDE301 Work as a guide

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

SITXWHS301 Identify hazards, assess and control safety risks

Elective units

Communication and Teamwork

SITXCOM301 Address protocol requirements

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Finance

SITXFIN201 Process financial transactions

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB307 Provide table service of food and beverage ^*

^ *Prerequisite is SITHFAB201 Provide responsible service of alcohol*

* *Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Guiding

SITTGDE101 Interpret aspects of local Australian Indigenous culture

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SITTGDE302 Provide arrival and departure assistance

SITTGDE306 Research and share general information on Australian Indigenous cultures

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

SITTGDE308 Prepare specialised interpretive content on marine environments

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

Human Resource Management

SITXHRM301 Coach others in job skills

Languages other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Merchandising

SIRXMER201 Merchandise products

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

Working in Industry - Tourism

SITTIND201 Source and use information on the tourism and travel industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Nature-based site guide

BSBSUS201A Participate in environmentally sustainable work practices

SITTGDE306 Research and share general information on Australian Indigenous cultures

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

SITXLAN22__ Conduct routine oral communication in a language other than English

Site guide

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SIRXSLS201 Sell products and services

SITTGDE306 Research and share general information on Australian Indigenous cultures

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

SITXLAN32__ Conduct complex oral communication in a language other than English

Winery guide

SITHFAB201 Provide responsible service of alcohol

SITHFAB302 Conduct a product tasting for alcoholic beverages

SITHFAB305 Provide advice on Australian wines

SITXFIN201 Process financial transactions

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SIT30612 Certificate III in Events

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT30607 Certificate III in Events. Intent of the qualification remains unchanged. Total number of units reduced by 2. Elective units reduced by 2. Some units removed from core as they did not apply to all job roles. They are now in elective list.

Description

This qualification reflects the role of individuals who use a range of events administrative or operational skills. They use discretion and judgement and have knowledge of industry operations. They work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

Job roles

Events are diverse in nature and this qualification provides a pathway to work in event operations in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

These may be event management companies, event venues, or organisations which organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Possible job titles include:

- conference assistant
- event administrative assistant
- event assistant
- event operations assistant

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- exhibitions assistant
- in-house meetings assistant
- junior event coordinator
- logistics assistant
- meetings assistant
- venue assistant.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving SIT30612 Certificate III in Events, individuals could progress to Certificate IV, Diploma or Advanced Diploma qualifications in events, or fields such as business, creative industries, hospitality, sport, tourism or travel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with colleagues, customers and suppliers to participate in event planning processes; interpreting verbal and written event planning information to determine key work activities and priorities for planning and staging events; negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers and event staging team members to ensure efficient execution of events.

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Initiative and enterprise	Identifying and suggesting ways to improve event operations and service efficiency; seeking information on new technologies and suggesting their use to supervisors; generating and suggesting creative ideas to improve event themes and formats.
Learning	Knowing own product knowledge and event planning skill strengths and weaknesses, being aware of opportunities to learn and participating in event industry professional development activities; seeking and sharing information with colleagues on new event trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer, product, supplier and procedural information to efficiently participate in event planning processes; using event plans to guide all operational activities for specific events; setting timelines, planning and organising own work flow to meet event deadlines.
Problem-solving	Anticipating problems that may arise with event staging activities; mitigating problems by operational planning of event delivery; identifying and clarifying the extent of problems; taking responsibility for solving routine operational issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to meet event plan requirements and deadlines; taking responsibility for own job role in event planning and delivery and for resolving routine operational difficulties; thinking about own work performance and seeking feedback and guidance on success in event planning and staging activities.
Teamwork	Working as a skilled team member to deliver the quality service goals of the events business; taking responsibility for own role in event planning and delivery processes; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in event planning and operational activities; selecting and using the right personal protective equipment to manage personal safety in the workplace.

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Packaging Rules

13 units must be completed:

- 5 core units
- 8 elective units, consisting of:
  - 1 unit from Group A
  - 5 units from Group A or Group B
  - 2 units from Group A, Group B, elsewhere in this SIT12 Training Package, any other Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXEVT301 Access information on event operations

SITXWHS101 Participate in safe work practices

Elective units

Group A

SITTTSL306 Book supplier services

SITTTSL308 Use a computerised reservations or operations system

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT304 Provide event staging support

Group B

Communication and Teamwork

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

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BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU307A Develop keyboarding speed and accuracy

BSBITU309A Produce desktop published documents

BSBWOR204A Use business technology

Creative and Technical Production

CUEAUD06B Apply a general knowledge of vision systems to work activities

CUELGT05C Record and operate standard lighting cues

CUELGT09B Apply a general knowledge of lighting to work activities

CUEPRP02B Research, obtain and prepare props

CUESET05C Apply set construction techniques

CUESOU07B Apply a general knowledge of audio to work activities

CUESTA01C Install staging elements

CUESTA05C Apply a general knowledge of staging to work activities

CUETGE05C Maintain physical production elements

CUETGE15B Handle physical elements safely during bump-in/bump-out

CUFCMP301A Implement copyright arrangements

CUVACD302A Produce computer-aided drawings

E-Business

BSBITU305A Conduct online transactions

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Exhibitions

CULEVP403A Install and dismantle exhibition elements

Finance

BSBFIA301A Maintain financial records

BSBFIA303A Process accounts payable and receivable

SITXFIN201 Process financial transactions

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB206 Serve food and beverage *

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

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SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

*Prerequisite is SITXFSA101A Use hygienic practices for food safety

^Prerequisite is SITHFAB201A Provide responsible service of alcohol

Food Safety

SITXFSA101 Use hygienic practices for food safety

Human Resource Management

SITXHRM301 Coach others in job skills

Kitchen Operations

SITHKOP302 Plan and cost basic menus

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Marketing and Public Relations

CUSMKG301A Assist with the promotion of creative acts

Quality and Innovation

BSBCRT301A Develop and extend critical and creative thinking skills

BSBINN201A Contribute to workplace innovation

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

Tourism Sales and Operations

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL307 Process travel related documentation

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Venue and Facility Operations

CUEFOH03C Provide seating and ticketing advice

CUEFOH04C Usher patrons

CUEFOH08B Process incoming customer orders

CUEFOH10B Monitor entry to a venue

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Event administrative assistant

BSBFIA301A Maintain financial records

BSBITU306A Design and produce business documents

SITTTSL202 Access and interpret product information

SITTTSL304 Prepare quotations

SITTTSL308 Use a computerised reservations or operations system

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXFIN201 Process financial transactions

Event operations assistant

BSBWOR204A Use business technology

CUEPRP02B Research, obtain and prepare props

CUESTA01C Install staging elements

CUESTA05C Apply a general knowledge of staging to work activities

CUETGE05C Maintain physical production elements

CUETGE15B Handle physical elements safely during bump-in/bump-out

SITXEVT304 Provide event staging support

SITXWHS301 Identify hazards, assess and control safety risks

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SIT30713 Certificate III in Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT30712 Certificate III in Hospitality. Intent of the qualification remains unchanged. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. Core units reduced from 8 to 7 units. Elective units increased from 7 to 8 units.

Description

This qualification reflects the role of skilled operators who use a range of well-developed hospitality skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. It provides options for specialisation in areas such as accommodation services, food and beverage and gaming. The qualification also allows an outcome for small businesses requiring multi-skilled employees.

Possible job titles include:

- espresso coffee machine operator
- food and beverage attendant
- front desk receptionist
- function attendant
- function host
- gaming attendant

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- housekeeper
- restaurant host
- senior bar attendant
- waiter.

Pathways Information

Pathways into the qualification

Individuals may enter SIT30713 Certificate III in Hospitality with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving SIT30713 Certificate III in Hospitality, individuals could progress to SIT40313 Certificate IV in Hospitality, or to Certificate IV qualifications in other service industry fields.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements to ensure efficient service delivery; determining and interpreting customer preferences to sell proactively and persuasively; negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive hospitality experience.
Initiative and enterprise	Identifying and suggesting ways to improve operational and service efficiency; generating and suggesting ideas for new or improved products.
Learning	Knowing own product knowledge and service skill strengths and weaknesses, being aware of opportunities to learn and participating in hospitality industry professional development activities; seeking and

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	sharing information with colleagues on new hospitality trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer, product and procedural information to efficiently plan and deliver hospitality products and services; collecting and analysing information to meet the specific needs of the customer group; pacing the delivery of service to meet operational and customer requirements; setting timelines, planning and organising own work flow to coordinate the delivery of a positive service outcome for hospitality customers.
Problem-solving	Anticipating problems that may arise with operational and service activities; mitigating problems by planning operational and service activities; identifying and clarifying the extent of problems; taking responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to deliver hospitality products and services; taking responsibility for own job role in servicing the hospitality customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs of customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the hospitality business; taking responsibility for own role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in hospitality sales and service activities; selecting and using the right personal protective equipment to manage personal safety in the workplace.

Packaging Rules

15 units must be completed:

- 7 core units
- 8 elective units, consisting of:
  - 1 unit from Group A

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- 5 units from Group B
- 2 units from Group B, Group C, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWOR203B Work effectively with others

SITHIND201 Source and use information on the hospitality industry

SITHIND301 Work effectively in hospitality service

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXHRM301 Coach others in job skills

SITXWHS101 Participate in safe work practices

Elective units

Group A

SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

CPPCLO3013A Clean window coverings

CPPCLO3016A Wash furniture and fittings

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS203 Launder linen and guest clothes

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SITHACS204 Provide porter services

SITHACS301 Provide valet service

SITHACS302 Conduct night audit

SITHACS303 Provide accommodation reception services

Client and Customer Service

SITXCCS201 Provide visitor information

SITXCCS301 Provide lost and found services

SITXCCS302 Provide club reception services

Commercial Cookery and Catering

SITHCCC102 Prepare simple dishes *

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC202 Produce appetisers and salads *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Computer Operations and ICT Management

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

Finance

BSBFIA301A Maintain financial records

SITXFIN201 Process financial transactions

Food and Beverage

SIRRRPK006A Recommend liquor products

SITHFAB101 Clean and tidy bar areas *

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB205 Provide room service *

SITHFAB301 Operate and monitor cellar systems

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB303 Prepare and serve cocktails *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

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SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

Food Safety

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

Gaming

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines ›

SITHGAM203 Operate a TAB outlet ›

SITHGAM204 Conduct Keno games ›

SITHGAM301 Analyse and report on gaming machine data ›

SITHGAM302 Operate table games ›

SITHGAM303 Deal Baccarat games ›

SITHGAM304 Conduct Big Wheel games ›

SITHGAM305 Deal Blackjack games ›

SITHGAM306 Deal Poker games ›

SITHGAM307 Deal Pontoon games ›

SITHGAM308 Conduct Rapid Roulette games ›

SITHGAM309 Conduct Roulette games ›

SITHGAM310 Conduct Sic Bo games ›

›Prerequisite is SITHGAM201 Provide responsible gambling services

Tourism Sales and Operations

SITTTSL305 Process reservations

SITTTSL308 Use a computerised reservations or operations system

Working in industry

SITHIND101 Use hygienic practices for hospitality service

Group C

Administration

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BSBCMM201A Communicate in the workplace

TLIE1005A Carry out basic workplace calculations

Communication and Teamwork

SITXCOM101 Source and present information

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU301A Create and use databases

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

BSBSUS301A Implement and monitor environmentally sustainable work practices

Events

SITXEVT301 Access information on event operations

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT304 Provide event staging support

First Aid

HLTAID003 Provide first aid

Finance

BSBFIA303A Process accounts payable and receivable

Inventory

SITXINV201 Receive and store stock

SITXINV202 Maintain the quality of perishable items *

SITXINV301 Purchase goods

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Kitchen Operations

SITHKOP101 Clean kitchen premises and equipment *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

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SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

CPPSEC3018A Provide for the safety of persons at risk

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Bar attendant in a hotel or club

SITHFAB101 Clean and tidy bar areas

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar

SITHFAB304 Provide advice on beers, spirits and liqueurs

SITXFIN201 Process financial transactions

SITXFSA101 Use hygienic practices for food safety

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Front desk receptionist in a hotel

BSBCMM201A Communicate in the workplace

BSBITU306A Design and produce business documents

SITHACS303 Provide accommodation reception services

SITHIND101 Use hygienic practices for hospitality service

SITTTSL305 Process reservations

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SITTTSL308 Use a computerised reservations or operations system

SITXCCS201 Provide visitor information

SITXFIN201 Process financial transactions

Gaming attendant in club, hotel or casino

SITHFAB201 Provide responsible service of alcohol

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines

SITHGAM203 Operate a TAB outlet

SITHGAM204 Conduct Keno games

SITHGAM301 Analyse and report on gaming machine data

SITHIND101 Use hygienic practices for hospitality service

SITXFIN201 Process financial transactions

Waiter in a restaurant

BSBSUS201A Participate in environmentally sustainable work practices

SITHFAB201 Provide responsible service of alcohol

SITHFAB304 Provide advice on beers, spirits and liqueurs

SITHFAB305 Provide advice on Australian wines

SITHFAB307 Provide table service of food and beverage

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching

SITXFSA101 Use hygienic practices for food safety

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SIT30813 Certificate III in Commercial Cookery

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT30812 Certificate III in Commercial Cookery. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of commercial cooks who use a wide range of cookery skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work as a commercial cook in organisations such as restaurants, hotels, clubs, pubs, cafes, cafeterias and coffee shops.

Possible job title includes:

- cook.

Pathways Information

Pathways into the qualification

Individuals may enter SIT30813 Certificate III in Commercial Cookery with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

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After achieving SIT30813 Certificate III in Commercial Cookery, individuals could progress to SIT40413 Certificate IV in Commercial Cookery, SIT40613 Certificate IV in Catering Operations or SIT40713 Certificate IV in Patisserie.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interpreting food preparation lists and discussing with colleagues and supervisors to determine the operational requirements of the service period; interpreting verbal and written information about recipes, menu items and customer meal requirements to ensure a quality dining experience; negotiating acceptable solutions to operational service difficulties and customer complaints.
Initiative and enterprise	Identifying and suggesting ways to improve kitchen operations and service efficiency; generating and suggesting ideas for new or improved recipes and menu items.
Learning	Knowing own product knowledge and cookery skill strengths and weaknesses, being aware of opportunities to learn and participating in commercial cookery professional development activities; seeking and sharing information with colleagues on new food trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising food preparation lists, recipes, menus and procedural information to efficiently plan the production of meals for the service period; collecting and analysing information to meet the specific needs of the customer group; setting timelines, organising own work flow to produce and serve meals to meet operational, customer requirements and service standards of the hospitality business; adjusting timelines and pacing food production throughout the service period to meet changing customer traffic requirements.
Problem-solving	Anticipating problems that may arise with kitchen operational and service activities; mitigating problems by planning kitchen operational activities;

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	identifying and clarifying the extent of problems; taking responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to produce meals for the service period; taking responsibility for own job role in servicing the hospitality customer and for resolving operational problems in the kitchen; thinking about own work performance and seeking feedback and guidance on success in cooking activities.
Teamwork	Working as a skilled team member to deliver the quality service goals of the hospitality business; taking responsibility for own role in kitchen operations; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee kitchen team members.
Technology	Understanding the operating capability of, selecting and using kitchen tools and equipment, computer systems, software and information systems that assist in commercial cookery activities; selecting and using the right personal protective equipment to manage personal safety in the kitchen.

Packaging Rules

25 units must be completed:

- 22 core units
- 3 elective units, consisting of:
  - 3 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR203B Work effectively with others

HLTAID003 Provide first aid

SITHCCC101 Use food preparation equipment *

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SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks**,** sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

SITHCCC309 Work effectively as a cook *

SITHKOP101 Clean kitchen premises and equipment *

SITHKOP302 Plan and cost basic menus

SITHPAT306 Produce desserts *

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXINV202 Maintain the quality of perishable items *

SITXWHS101 Participate in safe work practices

**Prerequisite unit is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBCMM201A Communicate in the workplace

TLIE1005A Carry out basic workplace calculations

Asian Cookery

SITHASC201 Produce dishes using basic methods of Asian cookery *

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC207 Produce curry pastes and powders *

SITHASC301 Produce Asian cooked dishes *

SITHASC302 Produce Asian desserts *

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SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS303 Provide service to customers

Commercial Cookery and Catering

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC205 Produce cook-chill and cook-freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC304 Produce and serve food for buffets *

SITHCCC305 Produce pates and terrines *

SITHCCC306 Handle and serve cheese *

SITHCCC401 Produce specialised food items *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

SITXCOM101 Source and present information

SITXCOM201 Show social and cultural sensitivity

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

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Food Safety

SITXFSA202 Transport and store food

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Kitchen Operations

HLTNA303D Plan and modify meals and menus according to nutrition care plans

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Qualified cook in a cafe or small restaurant serving some Asian dishes

SITHASC201 Produce dishes using basic methods of Asian cookery

SITHASC206 Produce Asian rice and noodles

SITHASC301 Produce Asian cooked dishes

Qualified cook in large restaurant

SITHCCC304 Produce and serve food for buffets

SITHCCC305 Produce pates and terrines

SITHCCC306 Handle and serve cheese

Qualified cook working in a hospital or aged care facility

HLTNA303D Plan and modify meals and menus according to nutrition care plans

SITHCCC205A Produce cook-chill and cook-freeze foods

SITHCCC206A Rethermalise chilled and frozen foods

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SIT30913 Certificate III in Asian Cookery

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT30912 Certificate III in Asian Cookery. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of qualified cooks in Asian kitchens who use a wide range of cookery skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work as a cook in various organisations where Asian food is prepared and served, including restaurants, hotels, clubs, pubs and cafes.

Possible job titles include:

- cook.

Pathways Information

Pathways into the qualification

Individuals may enter SIT30913 Certificate III in Asian Cookery with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

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After achieving SIT30913 Certificate III in Asian Cookery, individuals could progress to SIT40513 Certificate IV in Asian Cookery, SIT40413 Certificate IV in Commercial Cookery or SIT40613 Certificate IV in Catering Operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interpreting food preparation lists and discussing with colleagues and supervisors to determine the operational requirements of the service period; interpreting verbal and written information about recipes, menu items and customer meal requirements to ensure a quality dining experience; negotiating acceptable solutions to operational service difficulties and customer complaints.
Initiative and enterprise	Identifying and suggesting ways to improve kitchen operations and service efficiency; generating and suggesting ideas for new or improved recipes and menu items.
Learning	Knowing own product knowledge and Asian cookery skill strengths and weaknesses, being aware of opportunities to learn and participating in commercial cookery professional development activities; seeking and sharing information with colleagues on new Asian food trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising food preparation lists, recipes, menus and procedural information to efficiently plan the production of meals for the service period; collecting and analysing information to meet the specific needs of the customer group; setting timelines, organising own work flow to produce and serve meals to meet operational, customer requirements and service standards of the hospitality business; adjusting timelines and pacing food production throughout the service period to meet changing customer traffic requirements.
Problem-solving	Anticipating problems that may arise with kitchen operational and service activities; mitigating problems by planning kitchen operational activities; identifying and clarifying the extent of problems; taking responsibility for

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	solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to produce meals for the service period; taking responsibility for own job role in servicing the hospitality customer and for resolving operational problems in the kitchen; thinking about own work performance and seeking feedback and guidance on success in cooking activities.
Teamwork	Working as a skilled team member to deliver the quality service goals of the hospitality business; taking responsibility for own role in kitchen operations; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee kitchen team members.
Technology	Understanding the operating capability of, selecting and using Asian cookery tools and equipment, computer systems, software and information systems that assist in Asian cookery activities; selecting and using the right personal protective equipment to manage personal safety in the kitchen.

Packaging Rules

25 units must be completed:

- 20 core units
- 5 elective units, consisting of:
  - 1 unit from the list below
  - 4 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR203B Work effectively with others

HLTAID003 Provide first aid

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SITHASC201 Produce dishes using basic methods of Asian cookery *

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC301 Produce Asian cooked dishes *

SITHCCC101 Use food preparation equipment *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC309 Work effectively as a cook *

SITHKOP101 Clean kitchen premises and equipment *

SITHKOP302 Plan and cost basic menus

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXINV202 Maintain the quality of perishable items *

SITXWHS101 Participate in safe work practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBCMM201A Communicate in the workplace

TLIE1005A Carry out basic workplace calculations

Asian Cookery

SITHASC207 Produce curry pastes and powders *

SITHASC302 Produce Asian desserts *

SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

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SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS303 Provide service to customers

Commercial Cookery and Catering

SITHCCC104 Package prepared foodstuffs *

SITHCCC205 Produce cook-chill and cook-freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC304 Produce and serve food for buffets *

SITHCCC401 Produce specialised food items *

SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

SITXCOM101 Source and present information

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Food Safety

SITXFSA202 Transport and store food

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

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Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Cook in a large Japanese restaurant

SITHASC303 Produce Japanese cooked dishes

SITHASC304 Produce sashimi

SITHASC305 Produce sushi

SITHASC306 Produce Japanese desserts

SITXWHS301 Identify hazards, assess and control safety risks

Cook in an Indian restaurant

SITHASC309 Produce tandoori dishes

SITHASC310 Produce Indian breads

SITHASC311 Produce Indian sweetmeats

SITHASC312 Produce Indian pickles and chutneys

SITXWHS301 Identify hazards, assess and control safety risks

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SIT31013 Certificate III in Catering Operations

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT31012 Certificate III in Catering Operations. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of those individuals working in catering operations who use a range of cookery skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members. This qualification does not reflect the skills required by commercial cooks. Those skills are reflected in SIT30813 Certificate III in Commercial Cookery.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in various catering settings such as hospitals and aged care facilities, sporting and entertainment venues, hotel banqueting departments, cook–chill production kitchens and mobile catering businesses of varying size

Possible job titles include:

- catering assistant
- cook
- food service assistant.

Pathways Information

Pathways into the qualification

Individuals may enter SIT31013 Certificate III in Catering Operations with limited or no vocational experience and without a lower level qualification.

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Pathways from the qualification

After achieving SIT31013 Certificate III in Catering Operations, individuals could progress to SIT40613 Certificate IV in Catering Operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interpreting food preparation lists and discussing with colleagues and supervisors to determine the operational requirements of the food production period; interpreting verbal and written information about recipes, food items and customer requirements to ensure quality products; negotiating acceptable solutions to operational problems in the kitchen and customer feedback.
Initiative and enterprise	Identifying and suggesting ways to improve kitchen operations and service efficiency; generating and suggesting ideas for new or improved recipes and food items.
Learning	Knowing own product knowledge and cooking skill strengths and weaknesses, being aware of opportunities to learn and participating in cooking professional development activities; seeking and sharing information with colleagues on new food trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising food preparation lists, recipes, and procedural information to efficiently plan the production of food items; collecting and analysing information to meet the specific needs of the customer group; setting timelines, organising own work flow to produce food items to meet operational, customer requirements and service standards of the business; adjusting timelines and pacing food production throughout the food production period to meet changing operational requirements.

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Problem-solving	Anticipating problems that may arise with kitchen operational and service activities; mitigating problems by planning kitchen operational activities; identifying and clarifying the extent of problems; taking responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities for the food production period; taking responsibility for own job role in servicing the customer and for resolving operational problems in the kitchen; thinking about own work performance and seeking feedback and guidance on success in cooking activities.
Teamwork	Working as a skilled team member to deliver the quality food production and service goals of the business; taking responsibility for own role in kitchen operations; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee kitchen team members.
Technology	Understanding the operating capability of, selecting and using kitchen tools and equipment, computer systems, software and information systems that assist in cooking activities; selecting and using the right personal protective equipment to manage personal safety in the kitchen.

Packaging Rules

21 units must be completed:

- 13 core units
- 8 elective units, consisting of:
  - 1 unit from Group A
  - 3 units from Group A or Group B
  - 4 units from Group B, Group C, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

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BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR203B Work effectively with others

HLTAID003 Provide first aid

SITHCCC101 Use food preparation equipment *

SITHCCC102 Prepare simple dishes *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHKOP101 Clean kitchen premises and equipment *

SITXCOM201 Show social and cultural sensitivity

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXINV202 Maintain the quality of perishable items *

SITXWHS101 Participate in safe work practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Group A

SITHCCC207 Use cookery skills effectively *

SITHIND301 Work effectively in hospitality service

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Group B

Commercial Cookery and Catering

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC304 Produce and serve food for buffets *

SITHCCC306 Handle and serve cheese *

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SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

* *Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^*Prerequisite is SITHFAB201A Provide responsible service of alcohol*

Food safety

SITXFSA202 Transport and store food *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Patisserie

SITHPAT301 Produce cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT306 Produce desserts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Kitchen Operations

SITHKOP302 Plan and cost basic menus

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Group C

Communication and Teamwork

BSBCMM201A Communicate in the workplace

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Client and Customer Service

SITXCCS303 Provide service to customers

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Finance

BSBFIA301A Maintain financial records

SITXFIN201 Process financial transactions

Inventory

SITXINV201 Receive and store stock

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Catering assistant working in a hospital

BSBCMM201A Communicate in the workplace

SITHCCC103 Prepare sandwiches

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHCCC205 Produce cook-chill and cook-freeze foods

SITHCCC207 Use cookery skills effectively

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SITHCCC301 Produce poultry dishes

SITHCCC307 Prepare food to meet special dietary requirements

SITXINV201 Receive and store stock

Catering assistant working in cook–chill kitchen

SITHCCC205 Produce cook-chill and cook freeze foods

SITHCCC206 Rethermalise chilled and frozen foods

SITHCCC207 Use cookery skills effectively

SITHCCC301 Produce poultry dishes

SITHCCC303 Produce meat dishes

SITHCCC307 Prepare food to meet special dietary requirements

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Food service assistant in a function facility

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar

SITHFAB203 Prepare and serve non-alcoholic beverages

SITHFAB204 Prepare and serve espresso coffee

SITHFAB206 Serve food and beverage

SITHIND301 Work effectively in hospitality service

SITXCCS303 Provide service to customers

SITXFIN201 Process financial transactions

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SIT31113 Certificate III in Patisserie

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT31112 Certificate III in Patisserie. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of pastry chefs who use a wide range of patisserie skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in various hospitality enterprises where patisserie products are prepared and served, including patisseries, restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- patissier.

Pathways Information

Pathways into the qualification

Individuals may enter SIT31113 Certificate III in Patisserie with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

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After achieving SIT31113 Certificate III in Patisserie, individuals could progress to SIT40713 Certificate IV in Patisserie.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Interpreting food preparation lists and discussing with colleagues and supervisors to determine the operational requirements of the food production period; interpreting verbal and written information about recipes, patisserie items and customer requirements to ensure quality patisserie products; negotiating acceptable solutions to operational problems in the pastry kitchen and customer feedback.
Initiative and enterprise	Identifying and suggesting ways to improve pastry kitchen operations and service efficiency; generating and suggesting ideas for new or improved recipes and patisserie products.
Learning	Knowing own product knowledge and pastry cooking skill strengths and weaknesses, being aware of opportunities to learn and participating in pastry cooking professional development activities; seeking and sharing information with colleagues on new food trends, patisserie products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising food preparation lists, recipes, and procedural information to efficiently plan the production of patisserie products; collecting and analysing information to meet the specific needs of the customer group; setting timelines, organising own work flow to produce patisserie products to meet operational, customer requirements and service standards of the business; adjusting timelines and pacing food production throughout the food production period to meet changing operational requirements.
Problem-solving	Anticipating problems that may arise with kitchen operational and service activities; mitigating problems by planning pastry kitchen operational activities; identifying and clarifying the extent of problems; taking

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	responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the pastry kitchen.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to produce patisserie products for the food production period; taking responsibility for own job role in servicing the customer and for resolving operational problems in the pastry kitchen; thinking about own work performance and seeking feedback and guidance on success in cooking activities.
Teamwork	Working as a skilled team member to deliver the quality food production and service goals of the business; taking responsibility for own role in pastry kitchen operations; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee kitchen team members.
Technology	Understanding the operating capability of, selecting and using pastry kitchen tools and equipment, computer systems, software and information systems that assist in pastry cooking activities; selecting and using the right personal protective equipment to manage personal safety in the pastry kitchen.

Packaging Rules

22 units must be completed:

- 18 core units
- 4 elective units, consisting of:
  - 2 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR203B Work effectively with others

HLTAID003 Provide first aid

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SITHCCC101 Use food preparation equipment *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC207 Use cookery skills effectively *

SITHKOP101 Clean kitchen premises and equipment *

SITHPAT301 Produce cakes *

SITHPAT302 Produce gateaux, torten and cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT305 Produce petits fours *

SITHPAT306 Produce desserts *

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXINV202 Maintain the quality of perishable items *

SITXWHS101 Participate in safe work practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBCMM201A Communicate in the workplace

TLIE1005A Carry out basic workplace calculations

Client and Customer Service

SITXCCS303 Provide service to customers

Commercial Cookery and Catering

SITHCCC304 Produce and serve food for buffets *

SITHCCC307 Prepare food to meet special dietary requirements *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

SITXCOM201 Show social and cultural sensitivity

Computer Operations and ICT Management

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU306A Design and produce business documents

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BSBWOR204A Use business technology

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Food and Beverage

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Kitchen Operations

SITHKOP302 Plan and cost basic menus

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Pastry Chef

BSBITU202A Create and use spreadsheets

SITHCCC304 Produce and serve food for buffets

SITHCCC307 Prepare food to meet special dietary requirements

SITHFAB204 Prepare and serve espresso coffee

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SIT31212 Certificate III in Holiday Parks and Resorts

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated.
1.1	Merged the duplicate Administration elective subgroups. Updates to metadata.
1.0	E Replaces and is equivalent to SIT31209 Certificate III in Holiday Parks and Resorts. Intent of the qualification remains unchanged. Minor updates only.

Description

This qualification reflects the role of individuals who use a range of well-developed operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

Job roles

This qualification provides a pathway to work in a front office, housekeeping or grounds maintenance environment in holiday parks and resorts.

Possible job titles include:

- grounds person
- handyperson
- housekeeper
- receptionist.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

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Pathways into the qualification

Individuals may enter SIT31212 Certificate III in Holiday Parks and Resorts with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving SIT31212 Certificate III in Holiday Parks and Resorts, individuals could progress to SIT40812 Certificate IV in Holiday Parks and Resorts or to broader qualifications in Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements to ensure efficient service delivery; determining and interpreting customer preferences to sell proactively and persuasively; empathising and negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive holiday parks and resort experience.
Initiative and enterprise	Identifying, suggesting and discussing a range of new holiday parks and resort product and service options to improve profitability and service provision for the holiday parks and resort business.
Learning	Knowing the structure of, networks within and sources of new information on the holiday parks and resort industry to enable the sourcing of ongoing learning opportunities; knowing own product knowledge and service skill strengths and weaknesses and taking responsibility for own professional development;

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	proactively seeking and sharing information with colleagues on new holiday parks and resort trends, products, services and suppliers.
Planning and organising	Collecting, analysing and organising customer, product and procedural information to efficiently plan and deliver holiday parks and resort products and services; collecting and analysing appropriate information to meet the specific needs of the customer group; pacing the delivery of information, products and services to meet operational and customer requirements; setting timelines, planning and organising own work flow to coordinate the delivery of a positive service outcome for holiday parks and resort customers.
Problem-solving	Anticipating problems that may arise with operational and service activities; mitigating problems by planning operational and service activities; identifying and clarifying the extent of problems; taking responsibility for to solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Independently organising own work time and priorities to prepare for and deliver holiday parks and resort sales and operational activities; taking responsibility for own lead job role, legal and other responsibilities in servicing the holiday parks and resort customer and for resolving service difficulties; reviewing and reflecting on own work performance and seeking feedback and guidance on success in effectively servicing the needs of customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the holiday parks and resort business; taking responsibility for own lead role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members to complete operational and service activities; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in holiday parks and resort sales and operational activities; selecting and using the right personal protective equipment to manage personal safety in the workplace.

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Packaging Rules

19 units must be completed:

- 7 core units
- 12 elective units, consisting of:
  - 6 units from the list below
  - 6 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR202A Organise and complete daily work activities

SITTIND202 Source and use information on the holiday park and resort industry

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

SITXWHS301 Identify hazards, assess and control safety risks

Elective units

Administration

BSBCMM201A Communicate in the workplace

BSBRES401A Analyse and present research information

TLIE1005A Carry out basic workplace calculations

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

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CPPCLO3013A Clean window coverings

CPPCLO3016A Wash furniture and fittings

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS303 Provide accommodation reception services

Building and Grounds Maintenance

AHCIRG302A Install irrigation systems

AHCIRG306A Troubleshoot irrigation systems

AHCLSC202A Construct low-profile timber or modular retaining walls

AHCLSC204A Lay paving

AHCLSC301A Set out site for construction works

AHCLSC302A Construct landscape features using concrete

AHCPGD203A Prune shrubs and small trees

AHCPGD302A Plan and maintain plant displays

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

RIISAM204B Operate small plant and equipment

SIFCBGM001 Provide general grounds care

SIFCBGM002 Maintain property and structures

SISCAQU201A Monitor pool water quality

Client and Customer Service

SITXCCS201 Provide visitor information

SITXCCS301 Provide lost and found services

SITXCOM202 Provide a briefing or scripted commentary

Communication and Teamwork

SITXCOM101 Source and present information

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITU201A Produced simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

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BSBITU307A Develop keyboarding speed and accuracy

BSBITU309A Produce desktop published documents

BSBWOR204A Use business technology

E-Business

BSBEBU401A Review and maintain a website

Events

SITXEVT301 Access information on event operations

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT304 Provide event staging support

Finance

BSBFIA301A Maintain financial records

BSBFIA303A Process accounts payable and receivable

SITXFIN201 Process financial transactions

First Aid

HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB309 Provide advice on food

*Prerequisite is SITXFSA101 Use hygienic practices for food safety

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

Food Safety

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

Human Resource Management

SITXHRM301 Coach others in job skills

Inventory

SITXINV201 Receive and store stock

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SITXINV301 Purchase goods

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Risk Management and Security

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Tour Operations

TLIB2003A Carry out vehicle servicing and maintenance

TLIC1051A Operate a commercial vehicle

TLIC3042A Operate coach/bus

Tourism Sales and Office Operations

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

Venue and Facility Operations

SITTVAF303 Tow and site recreational vehicles

UEGNSG604B Fill gas cylinders

Work Health and Safety

PUAWER004B Respond to workplace emergencies

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

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Grounds person

AHCIRG302A Install irrigation systems

AHCIRG306A Troubleshoot irrigation systems

AHCLSC301A Set out site for construction works

AHCLSC302A Construct landscape features using concrete

AHCPGD203A Prune shrubs and small trees

AHCPGD302A Plan and maintain plant displays

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

RIISAM204B Operate small plant and equipment

SIFCBGM002 Maintain property structures

SISCAQU201A Monitor pool water quality

TLIB2003A Carry out vehicle servicing and maintenance

Receptionist

BSBFIA301A Maintain financial records

BSBFIA303A Process accounts payable and receivable

BSBITU301A Create and use databases

BSBITU306A Design and produce business documents

SITHACS303 Provide accommodation reception services

SITTTSL201 Operate an online information system

SITTTSL303 Sell tourism products and services

SITTTSL305 Process reservations

SITTTSL308 Use a computerised reservations or operations system

SITXCOM101 Source and present information

SITXFIN201 Process financial transactions

UEGNSG604B Fill gas cylinders

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SIT31312 Certificate III in Travel

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
2.0	SITTTSL314 Provide specialist advice on cruises added to the Elective group.
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT30212 Certificate III in Travel. Overall intent of the qualification remains unchanged, though qualification is now broader, covering outcomes for: retail travel, outbound wholesalers. SIT30212 Certificate III in Travel merged with SIT30307 Certificate III in Tourism (Tour Wholesaling). Numeric identifier in code changed to differentiate from SIT07 Version 3 qualification.

Description

This qualification reflects the role of individuals who use a range of well-developed retail travel or outbound wholesale sales and operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

Job roles

This qualification provides a pathway to work in the retail travel or outbound wholesale sector for employers that cover or specialise in leisure, corporate, domestic or international sales.

Work could be undertaken in an office, retail shopfront or mobile environment.

Possible job titles include:

- call centre sales agent
- corporate consultant
- cruise consultant

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- domestic travel consultant
- incentive coordinator
- international travel consultant
- leisure consultant
- mobile travel consultant
- online consultant
- operations consultant
- reservations sales agent
- wholesale consultant.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a lower level qualification.

Pathways from the qualification

After achieving SIT31312 Certificate III in Travel, individuals could progress to higher level qualifications in Travel and Tourism.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with colleagues, customers and travel product suppliers to plan the customer's travel itinerary; interpreting verbal and written information on travel product conditions; determining and interpreting customer preferences to sell proactively and persuasively; negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a

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	positive service experience.
Initiative and enterprise	Identifying and suggesting ways to improve sales, operational and service efficiency; generating and suggesting ideas for new or improved product and service options for the travel business.
Learning	Knowing own product knowledge, sales and service skill strengths and weaknesses, being aware of opportunities to learn and participating in travel industry professional development activities; seeking and sharing information with colleagues on new travel and tourism trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer, product and supplier information to allow for effective selling and efficient coordination of travel product bookings; collecting and analysing information to meet the specific needs of the customer group; setting timelines, planning and organising own work flow to efficiently coordinate travel sales and operational activities within deadlines; using predetermined policies and procedures to guide the selling and booking processes.
Problem-solving	Anticipating problems that may arise with the customer's travel arrangements; mitigating problems by planning and booking appropriate travel itineraries that adhere to supplier conditions and customer requests; identifying and clarifying the extent of problems; taking responsibility for solving sales, operational or customer service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to sell and coordinate bookings for travel products; taking responsibility for own job role in in servicing the customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs of travel customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the travel business; taking responsibility for own role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.

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Technology	Understanding the operating capability of, selecting and using computer systems, software and information systems that assist in selling and coordinating bookings for travel products; correctly using equipment to manage personal safety in the workplace.

Packaging Rules

17 units must be completed:

- 14 core units
- 3 elective units, consisting of:
  - 1 unit from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Elective units

Communication and Teamwork

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BSBCMM201A Communicate in the workplace

BSBCMM401A Make a presentation

BSBREL402A Build client relationships and business networks

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBWOR204A Use business technology

E-Business

BSBEBU401A Review and maintain a website

BSBITU305A Conduct online transactions

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Finance

BSBFIA301A Maintain financial records

BSBFIA303A Process accounts payable and receivable

SITXFIN201 Process financial transactions

Human Resource Management

SITXHRM301 Coach others in job skills

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Quality and Innovation

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

Tourism Sales and Operations

SITTTSL305 Process reservations

SITTTSL309 Source airfares for domestic flights

SITTTSL312 Construct advanced international airfares ^

SITTTSL313 Administer billing and settlement plan

SITTTSL314 Provide specialist advice on cruises

^ Prerequisite is SITTTSL310 Construct normal international airfares

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Work Health and Safety

SITXWHS301 Identify hazards, and assess and control safety risks

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

International travel consultant – corporate, leisure mobile or online

BSBITU305A Conduct online transactions

BSBREL402A Build client relationships and business networks

SITTTSL312 Construct advanced international airfares

Reservations sales agent

BSBFIA301A Maintain financial records

SITTTSL305 Process reservations

SITTTSL309 Source airfares for domestic flights

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SIT40112 Certificate IV in Guiding

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
2.0	Entry requirements updated.
1.2	Imported unit updated. Editorial correction to the Modification History and Mapping notes.
1.1	Editorial correction to Modification history. Updates to metadata.
1.0	E Replaces and is equivalent to SIT40107 Certificate IV in Tourism (Guiding). Intent of the qualification remains unchanged. Title of qualification simplified. Now a discrete qualification representing a Certificate IV outcome. Core units of the Certificate III are no longer included in this qualification but have become an entry requirement. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of individuals who use a broad range of specialist guiding skills combined with a substantial depth of subject matter knowledge. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

Job roles

This qualification provides a pathway to work as a guide in many tourism industry sectors. Guides at this level usually conduct tours that involve multiple products, services and sites involving the management of tour logistics. They are employed or contracted by inbound tour operators, outbound tour wholesalers, local tour operators, or they may be owner-operators of small tourism or travel businesses.

Possible job titles include:

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- cultural guide
- heritage guide
- interpretive guide
- nature-based guide
- tour director
- tour guide
- tour manager
- walking guide.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is highly recommended that individuals entering this qualification have SIT30513 Certificate III in Guiding or equivalent vocational expertise.

Pathways from the qualification

After achieving SIT40112 Certificate IV in Guiding, individuals could undertake a Diploma or Advanced Diploma of Travel and Tourism.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification is open to individuals who are able to demonstrate guiding industry knowledge, customer service and operational skills. The individual must either:

Be formally assessed through a training program or recognition process, against the following core units of competency from SIT30513 Certificate III in Guiding:

- HLTAID003 Provide first aid
- SITTGDE301 Work as a guide
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE305 Develop and maintain the general and regional knowledge required by guides
- SITXCCS303 Provide service to customers

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- SITXCOM201 Show social and cultural sensitivity
- SITXWHS101 Participate in safe work practices
- SITXWHS301 Identify hazards, assess and control safety risks

OR

Have relevant guiding industry employment experience. A job that has involved the application of skills described in core units of competency from SIT30513 Certificate III in Guiding would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Communicating with tourism operators to determine specific needs of customer groups to deliver tailored information; providing clear and accurate interpretive themes and messages in specialised tour commentaries; interpreting complex operational information to manage tour logistics; anticipating and determining customer preferences and expectations to provide professional and personalised customer service experiences; managing customer conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to customer problems and complaints.
Initiative and enterprise	Adapting to emerging operational situations and problems by initiating creative and immediate responses to effectively manage tour logistics; participating in continuous improvement by reporting success or deficiencies of touring products and services; suggesting ideas for new or improved products and services and increased profitability for the tourism operator.
Learning	Knowing own skill and knowledge strengths and weaknesses; taking responsibility for own professional development; sourcing ongoing learning opportunities and information to proactively and regularly update the general, specialist and destination knowledge required; supporting guiding colleagues to learn.
Planning and organising	Collecting, analysing and organising customer, product and supplier information to effectively manage logistical delivery of the tour; collecting, analysing and selecting appropriate general, specialist and destination information to meet the needs of the specific customer group; logistically pacing the delivery of multiple tour components and information to meet the operational and customer

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	service requirements.
Problem-solving	Responding to complex logistical problems that arise with touring arrangements by making adjustments that minimise disruption to customers and provide a quality tourism experience; identifying and clarifying the extent of logistical problems that impact on tour delivery and quality, self-manage the impacts or request assistance from the tourism operator to resolve issues; using discretion and judgement as well as predetermined policies and procedures to guide solutions to tour delivery problems.
Self-management	Understanding and following policies and procedures for legal compliance; acting through self-direction and organising own work time and priorities when preparing for and delivering tours; working independently to deliver tours without supervision; taking responsibility for servicing the tourism customer and for resolving operational difficulties only referring problems to the tourism operator when absolutely necessary; reviewing and reflecting on own work performance and seeking feedback from tourism operators on success in effectively servicing the needs of tour participants.
Teamwork	Working as a skilled team member to deliver the quality service goals of the tourism operator; taking responsibility for own role in delivering the tour and servicing the needs of group members; leading the tour or activity participants as a team, providing instructions and building group cohesion.
Technology	Understanding the operating capability of, selecting and using technologies that assist in preparing participant information and delivering tours such as computer systems and software, microphones, vehicles, navigation equipment, and recreational and entertainment equipment; correctly using equipment to manage personal safety in the workplace.

Packaging Rules

9 units must be completed:

- 3 core units
- 6 elective units, consisting of:
  - 4 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITTGDE401 Coordinate and operate tours

SITXCOM401 Manage conflict

SITXCCS401 Enhance the customer service experience

Elective units

Communication and Teamwork

SITXCOM301 Address protocol requirements

Environmental Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

BSBSUS301A Implement and monitor environmentally sustainable work practices

First Aid

HLTAID005 Provide first aid in remote situations

Food and Beverage

SITHFAB305 Provide advice on Australian wines ^

^ Prerequisite is SITHFAB201 Provide responsible service of alcohol

Guiding

SITTGDE101 Interpret aspects of local Australian Indigenous culture

SITTGDE302 Provide arrival and departure assistance

SITTGDE306 Research and share general information on Australian Indigenous cultures

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

SITTGDE308 Prepare specialised interpretive content on marine environments

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

SITTGDE402 Manage extended touring programs

Human Resource Management

SITXHRM301 Coach others in job skills

Languages other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

Marketing and Public Relations

BSBREL401A Establish networks

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BSBREL402A Build client relationships and business networks

Planning and Product Development

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

Tour Operations

SITTTOP301 Load touring equipment

SITTTOP302 Provide outdoor catering

SITTTOP401 Allocate tour or activity resources

SITTTOP402 Set up and operate a camp site

SITTTOP403 Operate tours in a remote area

TLIB2003A Carry out vehicle servicing and maintenance

TLIC1051A Operate a commercial vehicle

TLIC2025A Operate a four wheel drive vehicle

TLIC3042A Operate coach/bus

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL307 Process travel-related documentation

Working in Industry

CUFIND401A Provide services on a freelance basis

SITTIND201 Source and use information on the tourism and travel industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Local guide

CUFIND401A Provide services on a freelance basis

SITTGDE302 Provide arrival and departure assistance

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

SITTTSL202 Access and interpret product information

SITTTSL303 Sell tourism products and services

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SITXLAN32__ Conduct complex oral communication in a language other than English

Remote area guide or nature-based guide operating extended tours

HLTAID005 Provide first aid in remote situations

SITTGDE402 Manage extended touring programs

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTTOP301 Load touring equipment

SITTTOP402 Set up and operate a camp site

SITTTOP403 Operate tours in a remote area

Tour manager

BSBREL401A Establish networks

SITTGDE302 Provide arrival and departure assistance

SITTGDE402 Manage extended touring programs

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL303 Sell tourism products and services

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SIT40212 Certificate IV in Travel and Tourism

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Editorial correction to the Modification History and Mapping notes.
1.1	Editorial correction to Modification history. Updates to metadata.
1.0	E Replaces and is equivalent to SIT40207 Certificate IV in Tourism. Intent of the qualification remains unchanged. Title of qualification updated to include travel. Significant changes to packaging because this is now a discrete senior operations or supervisory qualification with an entry requirement comprising the operational skills which underpin work at this level. The entry requirement includes industry knowledge, customer service and sales or operational skills. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of individuals who use a broad range of sales and marketing or operational skills combined with sound knowledge of industry operations. They operate independently or with limited guidance from others and use discretion to solve non-routine problems. Many people have supervisory responsibilities and plan, monitor and evaluate the work of team members.

Job roles

This qualification provides a pathway to work in any sector of the tourism and travel industry as a supervisor or senior operations or sales coordinator. This qualification allows for multiskilling and for specialisation in operations or marketing.

Possible job titles include:

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- account manager
- assistant manager
- marketing coordinator
- operations supervisor
- product coordinator
- promotions officer
- reservations sales or call centre supervisor
- senior operations coordinator
- senior or supervisory retail consultant
- sales coordinator
- sales executive.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that individuals entering this qualification hold SIT30112 Certificate III in Tourism or SIT31312 Certificate III in Travel.

Pathways from the qualification

After achieving SIT40212 Certificate IV in Travel and Tourism, individuals could progress to Diploma or Advanced Diploma qualifications in Travel and Tourism, Events or other service industry areas.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service and operational skills. The individual must either:

Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

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Have relevant tourism and travel industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

The unit clusters for different pathways are as follows:

Events pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXEVT301 Access information on event operations

SITXEVT302 Process and monitor event registrations

SITXEVT304 Provide event staging support

SITXWHS101 Participate in safe work practices

Guiding pathway

SITTGDE301 Work as a guide

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

SITTIND201 Source and use information on the tourism and travel industry

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

SITXWHS301 Identify hazards, assess and control safety risks

Inbound tour wholesaling pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

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SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Retail travel and outbound wholesaling pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Tourism operations (office-based pathway)

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

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Visitor information services pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITXCCS201 Provide visitor information

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS101 Participate in safe work practices

Employability Skills Summary

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Providing briefings to operational staff; seeking feedback from colleagues and customers on sales, operational and service issues; anticipating and determining customer preferences and expectations to provide professional and personalised customer service experiences, managing team member and customer conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member and customer problems and complaints.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve sales, operational and service efficiency; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of travel and tourism products and services; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on the travel and tourism industry; being aware of opportunities to learn and participating in travel and tourism industry professional development activities; supporting team members to learn.
Planning and organising	Monitoring operational efficiency and service levels through close contact with day to day work operations; assessing current team member workloads and scheduling work to maximise operational

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	efficiency and customer service quality; assessing operational and service workflow and assisting team members to prioritise workload to deliver a positive service outcome for travel and tourism customers.
Problem-solving	Identifying and assessing sales, operational and service issues, discussing and suggesting solutions with managers; initiating short term action to resolve immediate sales, operational or service problems; taking responsibility for resolving escalated customer complaints or requesting assistance from managers to resolve issues; using discretion and judgement as well as predetermined policies and procedures to guide solutions to sales, operational and service problems.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to deliver travel and tourism sales and service; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, customer service, workplace health and safety; leading and managing a team of individuals, monitoring workplace operations and service delivery; proactively seeking feedback and advice on improving team leader skills.
Teamwork	Motivating and leading teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with team members.
Technology	Understanding the operating capability of, selecting and using equipment, computer systems, software and information systems that assist in travel and tourism sales, operational and service activities.

Packaging Rules

10 units must be completed:

- 5 core units
- 5 elective units, consisting of:
  - 2 units from Group A
  - 1 unit from Group B
  - 2 additional units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITXCCS401 Enhance the customer service experience

SITXCOM401 Manage conflict

SITXFIN401 Interpret financial information

SITXHRM301 Coach others in job skills

SITXWHS301 Identify hazards, assess and control safety risks

Elective units

Group A

Computer Operations and ICT Management

SITXICT401 Build and launch a small business website

E-Business

BSBMKG412A Conduct e-marketing communications

Guiding

SITTGDE302 Provide arrival and departure assistance

SITTGDE401 Coordinate and operate tours

SITTGDE402 Manage extended touring programs

Human Resource Management

SITXHRM401 Roster staff

SITXHRM402 Lead and manage people

Management

SITXMGT401 Monitor work operations

Marketing and Public Relations

BSBMKG401B Profile the market

BSBREL401A Establish networks

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

Planning and Product Development

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SITTPPD401 Package tourism products

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

Tour Operations

SITTTOP401 Allocate tour or activity resources

SITTTOP402 Set up and operate a camp site

SITTTOP403 Operate tours in a remote area

Tourism Sales and Operations

SITTTSL303 Sell tourism products and services

SITTTSL309 Source airfares for domestic flights

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITTTSL312 Construct advanced international airfares ^

SITTTSL313 Administer billing and settlement plan

SITTTSL401 Maintain a product inventory

^ Prerequisite is SITTTSL310 Construct normal international airfares

Work Health and Safety

SITXWHS401 Implement and monitor work health and safety practices

Group B

Administration

BSBRES401A Analyse and present research information

Communication and Teamwork

BSBCMM401A Make a presentation

BSBWRT401A Write complex documents

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

CUFDIG303A Produce and prepare photo images

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Crisis Management

SITXCRI401 Respond to a customer in crisis

E-Business

BSBEBU401A Review and maintain a website

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Finance

BSBFIA401A Prepare financial reports

CUVFIM401A Obtain revenue to support operations

SITXFIN402 Manage finances within a budget

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Quality and Innovation

BSBCRT301A Develop and extend critical and creative thinking skills

BSBINN301A Promote innovation in a team environment

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Assistant manager for a small tour operator

SITTTOP401 Allocate tour or activity resources

SITTPPD401 Package tourism products

SITTPPD403 Coordinate and operate sustainable tourism activities

SITXMGT401 Monitor work operations

SITXMPR401 Coordinate production of brochures and marketing materials

Marketing and product coordinator

BSBMKG412A Conduct e-marketing communications

BSBREL401A Establish networks

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

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SITXMPR404 Coordinate marketing activities

Sales executive for an outbound tour wholesaler

BSBCMM401A Make a presentation

BSBREL401A Establish networks

SITTTSL303 Sell tourism products and services

SITXFIN402 Manage finances within a budget

SITXMPR403 Plan and implement sales activities

Senior operations coordinator or operations supervisor inbound tour operator

SITTPPD401 Package tourism products

SITTTSL303 Sell tourism products and services

SITXCRI401 Respond to a customer in crisis

SITXLAN34__ Read and write documents in a language other than English

SITXMGT401 Monitor work operations

Senior or supervisory retail consultant

BSBCMM401A Make a presentation

BSBITU302B Create electronic presentations

BSBREL401A Establish networks

SITTPPD401 Package tourism products

SITXFIN402 Manage finances within a budget

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SIT40313 Certificate IV in Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT40312 Certificate IV in Hospitality. Intent of the qualification remains unchanged. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. Core units reduced from 10 to 9 units. Elective units increased from 11 to 12 units.

Description

This qualification reflects the role of skilled operators who use a broad range of hospitality skills combined with sound knowledge of industry operations. They operate independently or with limited guidance from others and use discretion to solve non-routine problems. Many individuals have supervisory responsibilities and plan, monitor and evaluate the work of team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work as a team leader or supervisor in hospitality organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar supervisor or team leader
- concierge
- duty manager
- food and beverage supervisor or team leader
- forecast analyst (accommodation services)
- front office supervisor or team leader

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- housekeeping supervisor or team leader
- gaming supervisor or team leader
- reservation analyst
- shift manager.

Pathways Information

Pathways into the qualification

Individuals may enter SIT40313 Certificate IV in Hospitality with limited or no vocational experience and without a lower level qualification. However, it is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering the qualification.

Pathways from the qualification

After achieving SIT40313 Certificate IV in Hospitality, individuals could progress to SIT50313 Diploma of Hospitality, or to Diploma qualifications in any service industry field.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing briefings to operational staff; seeking feedback from colleagues and customers on operational and service issues; anticipating and determining customer preferences and expectations to provide professional and personalised customer service experiences, managing team member and customer conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member and customer problems and complaints.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve operational and service efficiency; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of hospitality products and services; suggesting ideas for

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	new or improved products and increased profitability.
Learning	Knowing sources of new information on the hospitality industry; being aware of opportunities to learn and participating in hospitality industry professional development activities; supporting team members to learn.
Planning and organising	Monitoring operational efficiency and service levels through close contact with day to day work operations; assessing current team member workloads and scheduling work to maximise operational efficiency and customer service quality; assessing operational and service workflow and assisting team members to prioritise workload to deliver a positive service outcome for hospitality customers.
Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with managers; initiating short term action to resolve immediate operational or service problems; taking responsibility for resolving escalated customer complaints or requesting assistance from managers to resolve issues; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to deliver hospitality sales and service; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, customer service, workplace health and safety; leading and managing a team of individuals, monitoring workplace operations and service delivery; proactively seeking feedback and advice on improving team leader skills.
Teamwork	Motivating and leading teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with team members.
Technology	Understanding the operating capability of, selecting and using equipment, computer systems, software and information systems that assist in hospitality sales and service activities.

Packaging Rules

21 units must be completed:

- 9 core units
- 12 elective units, consisting of:
  - 1 unit from Group A

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- 7 units from Group B
- 4 units from Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

SITHIND301 Work effectively in hospitality service

SITXCCS401 Enhance the customer service experience

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXHRM301 Coach others in job skills

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXWHS401 Implement and monitor work health and safety practices

Elective units

Group A

SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

CPPCLO3013A Clean window coverings

CPPCLO3016A Wash furniture and fittings

SITHACS101 Clean premises and equipment

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SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS203 Launder linen and guests clothes

SITHACS204 Provide porter services

SITHACS301 Provide valet service

SITHACS302 Conduct night audit

SITHACS303 Provide accommodation reception services

Administration

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

Client and Customer Service

SITXCCS201 Provide visitor information

SITXCCS301 Provide lost and found services

SITXCCS302 Provide club reception services

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

SITXICT401 Build and launch a small business website

Crisis Management

SITXCRI401 Respond to a customer in crisis

E-Business

BSBEBU401A Review and maintain a website

BSBMKG412A Conduct e-marketing communications

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

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Events

SITXEVT301 Access information on event operations

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT304 Provide event staging support

SITXEVT401 Plan in-house events or functions

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA401A Prepare financial reports

SITXFIN401 Interpret financial information

First Aid

HLTAID003 Provide first aid

Food and Beverage

SITHFAB101 Clean and tidy bar areas

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar*^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB205 Provide room service *

SITHFAB301 Operate and monitor cellar systems

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB303 Prepare and serve cocktails *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

SITHFAB401 Plan and monitor espresso coffee service

**Prerequisite for each unit is SITXFSA101 Use hygienic practices for food safety*

^Prerequisite for each unit is SITHFAB201 Provide responsible service of alcohol

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Food Safety

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

Gaming

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines ›

SITHGAM203 Operate a TAB outlet ›

SITHGAM204 Conduct Keno games ›

SITHGAM301 Analyse and report on gaming machine data›

SITHGAM302 Operate table games ›

SITHGAM303 Deal Baccarat games ›

SITHGAM304 Conduct Big Wheel games ›

SITHGAM305 Deal Blackjack games ›

SITHGAM306 Deal Poker games ›

SITHGAM307 Deal Pontoon games ›

SITHGAM308 Conduct Rapid Roulette games ›

SITHGAM309 Conduct Roulette games ›

SITHGAM310 Conduct Sic Bo games ›

›Prerequisite is SITHGAM201 Provide responsible gambling services

Human Resource Management

SITXHRM401 Roster staff

TAEDEL404A Mentor in the workplace

Inventory

SITXINV301 Purchase goods

SITXINV401 Control stock

Kitchen Operations

SITHKOP404 Plan catering for events or functions

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

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BSBHRM403B Support performance management process

BSBMGT405A Provide personal leadership

Marketing and Public Relations

BSBMKG401B Profile the market

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

Merchandising

SIRXMER201 Merchandise products

Quality and Innovation

BSBCRT301A Develop and extend critical and creative thinking skills

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

CPPSEC3018A Provide for the safety of persons at risk

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL306 Book supplier services

SITTTSL307 Process travel related documentation

SITTTSL308 Use a computerised reservations or operations system

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SITTTSL401 Maintain a product inventory

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND101 Use hygienic practices for hospitality service

SITHIND201 Source and use information on the hospitality industry

SITTIND201 Source and use information on the tourism and travel industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Concierge

BSBITU201A Process simple word processed documents

SITHACS204 Provide porter services

SITHACS301 Provide valet service

SITHIND101 Use hygienic practices for hospitality service

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITTTSL307 Process travel related documentation

SITXCCS201 Provide visitor information

SITXCCS301 Provide lost and found services

SITXCRI401 Respond to a customer in crisis

SITXLAN31__ Conduct oral communication in a language other than English

Food and beverage supervisor

SITHFAB201 Provide responsible service of alcohol

SITHFAB304 Provide advice on beers, spirits and liqueurs

SITHFAB305 Provide advice on Australian wines

SITHFAB306 Provide advice on imported wines

SITHFAB307 Provide table service of food and beverage

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching

SITXCOM301 Address protocol requirements

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SITXFSA101 Use hygienic practices for food safety

SITXHRM401 Roster staff

SITXINV301 Purchase goods

SITXWHS301 Identify hazards, assess and control safety risks

Front office supervisor

BSBFIA301A Maintain financial records

BSBITU306A Design and produce business documents

SITHACS303 Provide accommodation reception services

SITHIND101 Use hygienic practices for hospitality service

SITTTSL305 Process reservations

SITTTSL308 Use a computerised reservations or operations system

SITXCCS201 Provide visitor information

SITXCOM301 Address protocol requirements

SITXCRI401 Respond to a customer in crisis

SITXFIN201 Process financial transactions

SITXHRM401 Roster staff

SITXLAN31__ Conduct oral communication in a language other than English

Gaming supervisor in a club, hotel or casino

BSBITU306A Design and produce business documents

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines

SITHGAM203 Operate a TAB outlet

SITHGAM204 Conduct Keno games

SITHGAM301 Analyse and report on gaming machine data

SITXFSA101 Use hygienic practices for food safety

SITXHRM401 Roster staff

SITXINV301 Purchase goods

SITXWHS301 Identify hazards, assess and control safety risks

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SIT40413 Certificate IV in Commercial Cookery

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT40412 Certificate IV in Commercial Cookery. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in various kitchen settings, such as restaurants, hotels, clubs, pubs, cafes, cafeterias and coffee shops.

Possible job titles include:

- chef
- chef de partie.

Pathways Information

Pathways into the qualification

Individuals may enter SIT40413 Certificate IV in Commercial Cookery with limited or no vocational experience and without a lower level qualification. However, it is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering the qualification.

Pathways from the qualification

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After achieving SIT40413 Certificate IV in Commercial Cookery, individuals could progress to SIT50313 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing food production briefings to kitchen staff; seeking feedback from colleagues on operational and service issues; communicating changes in food production requirements during the service period; instructing kitchen staff to adjust food items to meet quality requirements and organisational standards; managing team member conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member problems.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve cooking operations; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of recipes and menu items; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on food trends, products, services and suppliers; being aware of opportunities to learn and participating in commercial cookery professional development activities; supporting team members to learn.
Planning and organising	Planning food production requirements and organising availability of supplies for the service period; preparing work flow schedules, food preparation lists and mise en place plans for food production according to menu and food volume requirements; monitoring and assessing operational efficiency and quality output of the kitchen during the service period; assessing the operational workflow of kitchen team members assisting then to prioritise workload to deliver a positive dining experience for customers.
Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with kitchen managers; initiating short term action to

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	resolve immediate kitchen operations or quality problems; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to coordinate cooking operations; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, food safety, workplace health and safety; leading and managing a team of individuals, coordinating cooking operations; proactively seeking feedback and advice on improving kitchen coordination and team leading skills.
Teamwork	Motivating and leading kitchen teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with kitchen team members.
Technology	Understanding the operating capability of, selecting and using kitchen tools and equipment, computer systems, software and information systems that assist in coordinating cooking operations and team leading activities.

Packaging Rules

33 units must be completed:

- 27 core units
- 6 elective units, consisting of:
  - 6 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

BSBSUS301A Implement and monitor environmentally sustainable work practices

HLTAID003 Provide first aid

SITHCCC101 Use food preparation equipment *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC202 Produce appetisers and salads *

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SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

SITHCCC309 Work effectively as a cook *

SITHKOP302 Plan and cost basic menus

SITHKOP402 Develop menus for special dietary requirements

SITHKOP403 Coordinate cooking operations *

SITHPAT306 Produce desserts *

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXHRM402 Lead and manage people

SITXINV202 Maintain the quality of perishable items *

SITXMGT401 Monitor work operations

SITXWHS401 Implement and monitor work health and safety practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

Asian Cookery

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC207 Produce curry pastes and powders *

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SITHASC301 Produce Asian cooked dishes *

SITHASC302 Produce Asian desserts *

SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS303 Provide service to customers

SITXCCS401 Enhance the customer service experience

Commercial Cookery and Catering

SITHCCC104 Package prepared foodstuffs *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC304 Produce and serve food for buffets *

SITHCCC305 Produce pates and terrines *

SITHCCC306 Handle and serve cheese *

SITHCCC401 Produce specialised food items *

SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

BSBCMM401A Make a presentation

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU203A Communicate electronically

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

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Events

SITXEVT401 Plan in-house events or functions

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA401A Prepare financial reports

SITXFIN401 Interpret financial information

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^*Prerequisite is SITHFAB201 Provide responsible service of alcohol*

Food Safety

SITXFSA202 Transport and store food

SITXFSA401 Develop and implement a food safety program

Human Resource Management

SITXHRM401 Roster staff

TAEASS301B Contribute to assessment

TAEDEL301A Provide work skill instruction

TAEDEL404A Mentor in the workplace

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

SITXINV401 Control stock

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Kitchen Operations

SITHKOP401 Plan and display buffets *

SITHKOP404 Plan catering for events or functions

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Management and Leadership

BSBHRM403B Support performance-management processes

BSBMGT405A Provide personal leadership

Marketing and Public Relations

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

Merchandising

SIRXMER201 Merchandise products

Patisserie

SITHPAT302 Produce gateaux, torten and cakes *

SITHPAT305 Produce petits fours *

SITHPAT401 Prepare and model marzipan *

SITHPAT402 Produce chocolate confectionery *

SITHPAT403 Model sugar based decorations *

SITHPAT404 Design and produce sweet buffet showpieces *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

CHCAC318B Work effectively with older people

SITHIND201 Source and use information on the hospitality industry

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Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Caterer in small catering operation

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

BSBWRT401A Write complex documents

SITHKOP401 Plan and display buffets

SITHKOP404 Plan catering for events or functions

Chef de partie in a large hotel kitchen

BSBWRT401A Write complex documents

SITHCCC401 Produce specialised food items

SITHKOP401 Plan and display buffets

SITHKOP404 Plan catering for events or functions

SITXFIN401 Interpret financial information

SITXHRM401 Roster staff

Chef in a cafe or small restaurant

SITHFAB204 Prepare and serve espresso coffee

SITHFAB309 Provide advice on food

SITHKOP404 Plan catering for events or functions

SITXCCS401 Enhance the customer service experience

SITXFSA401 Develop and implement a food safety program

SITXINV301 Purchase goods

Kitchen supervisor in an aged care facility

BSBITU306A Design and produce business documents

CHCAC318B Work effectively with older people

SITHKOP404 Plan catering for events or functions

SITXHRM401 Roster staff

SITXINV301 Purchase goods

SITXINV401 Control stock

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SIT40513 Certificate IV in Asian Cookery

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT40512 Certificate IV in Asian Cookery. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in an Asian kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in various Asian kitchen settings, such as restaurants, hotels, clubs, pubs, cafes and cafeterias.

Possible job titles include:

- chef
- chef de partie.

Pathways Information

Pathways into the qualification

Individuals may enter SIT40513 Certificate IV in Asian Cookery with limited or no vocational experience and without a lower level qualification. However, it is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering the qualification.

Pathways from the qualification

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After achieving SIT40513 Certificate IV in Asian Cookery, individuals could progress to SIT50313 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing food production briefings to kitchen staff; seeking feedback from colleagues on operational and service issues; communicating changes in food production requirements during the service period; instructing kitchen staff to adjust food items to meet quality requirements and organisational standards; managing team member conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member problems.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve cooking operations; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of recipes and menu items; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on Asian food trends, products, services and suppliers; being aware of opportunities to learn and participating in Asian cookery professional development activities; supporting team members to learn.
Planning and organising	Planning food production requirements and organising availability of supplies for the service period; preparing work flow schedules, food preparation lists and mise en place plans for food production according to menu and food volume requirements; monitoring and assessing operational efficiency and quality output of the kitchen during the service period; assessing the operational workflow of kitchen team members assisting then to prioritise workload to deliver a positive dining experience for customers.

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Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with kitchen managers; initiating short term action to resolve immediate kitchen operations or quality problems; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to coordinate cooking operations; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, food safety, workplace health and safety; leading and managing a team of individuals, coordinating cooking operations; proactively seeking feedback and advice on improving kitchen coordination and team leading skills.
Teamwork	Motivating and leading kitchen teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with kitchen team members.
Technology	Understanding the operating capability of, selecting and using Asian cookery tools and equipment, computer systems, software and information systems that assist in coordinating Asian cooking operations and team leading activities.

Packaging Rules

30 units must be completed:

- 24 core units
- 6 elective units, consisting of:
  - 6 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

BSBSUS301A Implement and monitor environmentally sustainable work practices

HLTAID003 Provide first aid

SITHASC201 Produce dishes using basic methods of Asian cookery *

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SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC301 Produce Asian cooked dishes *

SITHCCC101 Use food preparation equipment *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC309 Work effectively as a cook *

SITHKOP302 Plan and cost basic menus

SITHKOP403 Coordinate cooking operations *

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXHRM402 Lead and manage people

SITXINV202 Maintain the quality of perishable items *

SITXMGT401 Monitor work operations

SITXWHS401 Implement and monitor work health and safety practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

Asian Cookery

SITHASC207 Produce curry pastes and powders *

SITHASC302 Produce Asian desserts *

SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

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SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS303 Provide service to customers

Commercial Cookery and Catering

SITHCCC104 Package prepared foodstuffs *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC304 Produce and serve food for buffets *

SITHCCC401 Produce specialised food items*

SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

BSBCMM401A Make a presentation

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU203A Communicate electronically

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

Events

SITXEVT401 Plan in-house events or functions

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA401A Prepare financial reports

SITXFIN201 Process financial transactions

SITXFIN401 Interpret financial information

SITXFIN501 Prepare and monitor budgets

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Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^*Prerequisite is SITHFAB201 Provide responsible service of alcohol*

Food Safety

SITXFSA202 Transport and store food

SITXFSA401 Develop and implement a food safety program

Human Resource Management

SITXHRM401 Roster staff

TAEDEL404A Mentor in the workplace

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

SITXINV401 Control stock

Kitchen Operations

SITHKOP401 Plan and display buffets *

SITHKOP402 Develop menus for special dietary requirements

SITHKOP404 Plan catering for events or functions

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Management and Leadership

BSBHRM403B Support performance-management processes

BSBMGT405A Provide personal leadership

Marketing and Public Relations

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR403 Plan and implement sales activities

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SITXMPR404 Coordinate marketing activities

Merchandising

SIRXMER201 Merchandise products

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Chef de partie in a large Japanese restaurant

SITHASC303 Produce Japanese cooked dishes

SITHASC304 Produce sashimi

SITHASC305 Produce sushi

SITHASC306 Produce Japanese desserts

SITXHRM401 Roster staff

SITXINV301 Purchase goods

Chef in a small Vietnamese or Thai restaurant

SITHASC207 Produce curry pastes and powders

SITHKOP402 Develop menus for special dietary requirements

SITHKOP404 Plan catering for events or functions

SITXHRM401 Roster staff

SITXINV301 Purchase goods

SITXINV401 Control stock

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SIT40613 Certificate IV in Catering Operations

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT40612 Certificate IV in Catering Operations. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of those individuals working in catering operations who play a team leading or supervisory role. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work as a caterer in settings such as hospitals and aged care facilities, sporting and entertainment venues, hotel banqueting departments, cook–chill production kitchens and mobile catering businesses of varying size.

Possible job titles include:

- catering supervisor
- kitchen administrator
- small business caterer.

Pathways Information

Pathways into the qualification

Individuals may enter SIT40613 Certificate IV in Catering Operations with limited or no vocational experience and without a lower level qualification. However, it is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering the qualification.

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Pathways from the qualification

After achieving SIT40613 Certificate IV in Catering Operations, individuals could progress to SIT50313 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing food production briefings to kitchen staff; seeking feedback from colleagues on operational and service issues; communicating changes in food production requirements during the food production period; instructing kitchen staff to adjust food items to meet quality requirements and organisational standards; managing team member conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member problems.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve cooking operations; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of recipes and food items; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on food trends, products, services and suppliers; being aware of opportunities to learn and participating in cooking professional development activities; supporting team members to learn.
Planning and organising	Planning food production requirements and organising availability of supplies for the food production period; preparing work flow schedules, food preparation lists and mise en place plans for food production according to food items and food volume requirements; monitoring and assessing operational efficiency and quality output of the kitchen during the food production period; assessing the operational workflow of kitchen team members assisting then to prioritise workload to deliver quality products for customers.

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Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with kitchen managers; initiating short term action to resolve immediate kitchen operations or quality problems; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the kitchen.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to coordinate cooking operations; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, food safety, workplace health and safety; leading and managing a team of individuals, coordinating cooking operations; proactively seeking feedback and advice on improving kitchen coordination and team leading skills.
Teamwork	Motivating and leading kitchen teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with kitchen team members.
Technology	Understanding the operating capability of, selecting and using kitchen tools and equipment, computer systems, software and information systems that assist in coordinating cooking operations and team leading activities.

Packaging Rules

23 units must be completed:

- 13 core units
- 10 elective units, consisting of:
  - 1 unit from Group A
  - 4 units from Group A or Group B
  - 5 units from Group B, Group C, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBSUS301A Implement and monitor environmentally sustainable work practices

HLTAID003 Provide first aid

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SITHCCC101 Use food preparation equipment *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHKOP403 Coordinate cooking operations *

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXINV202 Maintain the quality of perishable items *

SITXINV401 Control stock

SITXWHS401 Implement and monitor work health and safety practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Group A

Commercial Cookery and Catering

SITHCCC207 Use cookery skills effectively *

* *Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Working in Industry

SITHIND301 Work effectively in hospitality service

Group B

Commercial Cookery and Catering

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC304 Produce and serve food for buffets *

SITHCCC305 Produce pates and terrines *

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SITHCCC306 Handle and serve cheese *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

SITHCCC401 Produce specialised food items *

SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

SITHFAB303 Prepare and serve cocktails *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB401 Plan and monitor espresso coffee service

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^*Prerequisite is SITHFAB201 Provide responsible service of alcohol*

Food Safety

SITXFSA202 Transport and store food

SITXFSA401 Develop and implement a food safety program

Kitchen Operations and Management

HLTNA303D Plan and modify meals and menus according to nutrition care plans *

SITHKOP101 Clean kitchen premises and equipment *

SITHKOP302 Plan and cost basic menus

SITHKOP401 Plan and display buffets *

SITHKOP402 Develop menus for special dietary requirements

SITHKOP404 Plan catering for events or functions

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

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Patisserie

SITHPAT301 Produce cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT306 Produce desserts *

SITHPAT402 Produce chocolate confectionery *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Group C

Administration

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

Client and Customer Service

SITXCCS303 Provide service to customers

SITXCCS401 Enhance the customer service experience

Communication and Teamwork

BSBCMM401A Make a presentation

BSBWOR203B Work effectively with others

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU202A Create and use spreadsheets

BSBITU203A Communicate electronically

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

Events

SITXEVT401 Plan in-house events or functions

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA401A Prepare financial reports

SITXFIN401 Interpret financial information

Human Resource Management

BSBDIV501A Manage diversity in the workplace

SITXHRM401 Roster staff

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SITXHRM402 Lead and manage people

TAEDEL404A Mentor in the workplace

Inventory

SITXINV201 Receive and store stock

SITXINV301 Purchase goods

Management and Leadership

BSBHRM403B Support performance-management processes

BSBMGT405A Provide personal leadership

SITXMGT401 Monitor work operations

Marketing and Public Relations

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

Merchandising

SIRXMER201 Merchandise products

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Small business

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Catering supervisor in a hospital or aged care facility

HLTNA303D Plan and modify meals and menus according to nutrition care plans

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHCCC205 Produce stocks, sauces and soups

SITHCCC206 Rethermalise chilled and frozen foods

SITHCCC301 Produce poultry dishes

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SITHCCC302 Produce seafood dishes

SITHCCC303 Produce meat dishes

SITXHRM401 Roster staff

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

Small business caterer

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

SITHCCC301 Produce poultry dishes

SITHCCC302 Produce seafood dishes

SITHCCC303 Produce meat dishes

SITHKOP401 Plan and display buffets

SITHKOP404 Plan catering for events or functions

SITXCCS401 Enhance the customer service experience

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SIT40713 Certificate IV in Patisserie

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT40712 Certificate IV in Patisserie. Intent of the qualification remains unchanged. HLTFA311A Apply first aid replaced with HLTAID003 Provide first aid.

Description

This qualification reflects the role of pastry chefs who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in restaurants, and coffee shops.

Possible job titles include:

- chef de partie
- chef patissier.

Pathways Information

Pathways into the qualification

Individuals may enter SIT40713 Certificate IV in Patisserie with limited or no vocational experience and without a lower level qualification. However, it is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering the qualification.

Pathways from the qualification

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After achieving SIT40713 Certificate IV in Patisserie, individuals could progress to SIT50313 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing food production briefings to pastry kitchen staff; seeking feedback from colleagues on operational and service issues; communicating changes in food production requirements during the food production period; instructing kitchen staff to adjust food items to meet quality requirements and organisational standards; managing team member conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member problems..
Initiative and enterprise	Proactively consulting with colleagues about ways to improve cooking operations; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of recipes and patisserie products; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on food trends, patisserie products, services and suppliers; being aware of opportunities to learn and participating in pastry cooking professional development activities; supporting team members to learn.
Planning and organising	Planning food production requirements and organising availability of supplies for the food production period; preparing work flow schedules, food preparation lists and mise en place plans for food production according to patisserie items and food volume requirements; monitoring and assessing operational efficiency and quality output of the pastry kitchen during the food production period; assessing the operational workflow of kitchen team members assisting then to prioritise workload to deliver

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	quality patisseries products for customers.
Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with kitchen managers; initiating short term action to resolve immediate pastry kitchen operations or quality problems; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational problems in the pastry kitchen.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to coordinate cooking operations; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, food safety, workplace health and safety; leading and managing a team of individuals, coordinating cooking operations; proactively seeking feedback and advice on improving pastry kitchen coordination and team leading skills.
Teamwork	Motivating and leading pastry kitchen teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with pastry kitchen team members.
Technology	Understanding the operating capability of, selecting and using pastry kitchen tools and equipment, computer systems, software and information systems that assist in coordinating cooking operations and team leading activities.

Packaging Rules

32 units must be completed:

- 27 core units
- 5 elective units, consisting of:
  - 5 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

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BSBSUS301A Implement and monitor environmentally sustainable work practices

HLTAID003 Provide first aid

SITHCCC101 Use food preparation equipment *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC207 Use cookery skills effectively*

SITHCCC307 Prepare food to meet special dietary requirements *

SITHKOP403 Coordinate cooking operations *

SITHPAT301 Produce cakes *

SITHPAT302 Produce gateaux, torten and cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT305 Produce petits fours *

SITHPAT306 Produce desserts *

SITHPAT401 Prepare and model marzipan *

SITHPAT402 Produce chocolate confectionery *

SITHPAT403 Model sugar based decorations *

SITHPAT404 Design and produce sweet buffet showpieces *

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXHRM301 Coach others in job skills

SITXHRM402 Lead and manage people

SITXINV202 Maintain the quality of perishable items *

SITXMGT401 Monitor work operations

SITXWHS401 Implement and monitor work health and safety practices

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Elective units

Administration

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

Client and Customer Service

SITXCCS303 Provide service to customers

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Commercial Cookery and Catering

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC304 Produce and serve food for buffets *

SITHCCC401 Produce specialised food items *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

BSBCMM401A Make a presentation

Computer Operations and ICT Management

BSBITU201A Produce simple word processed documents

BSBITU203A Communicate electronically

BSBITU306A Design and produce business documents

BSBWOR204A Use business technology

Events

SITXEVT401 Plan in-house events or functions

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA401A Prepare financial reports

SITXFIN201 Process financial transactions

SITXFIN401 Interpret financial information

Food and Beverage

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB206 Serve food and beverage *

SITHFAB401 Plan and monitor espresso coffee service

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Food Safety

SITXFSA202 Transport and store food

SITXFSA401 Develop and implement a food safety program

Human Resource Management

SITXHRM401 Roster staff

TAEDEL404A Mentor in the workplace

Inventory

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SITXINV201 Receive and store stock

SITXINV301 Purchase goods

SITXINV401 Control stock

Kitchen Operations and Management

SITHKOP401 Plan and display buffets *

SITHKOP402 Develop menus for special dietary requirements

SITHKOP404 Plan catering for events or functions

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Merchandising

SIRXMER201 Merchandise products

Quality and Innovation

BSBINN201A Contribute to workplace innovation

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND201 Source and use information on the hospitality industry

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Pastry chef de partie

SITHKOP401 Plan and display buffets

SITHKOP402 Develop menus for special dietary requirements

SITHKOP404 Plan catering for events or functions

SITXHRM401 Roster staff

SITXINV301 Purchase goods

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SIT40812 Certificate IV in Holiday Parks and Resorts

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated. Editorial correction to the Modification History and Mapping notes.
1.1	Removed SITTTSL305 Process reservations from the Elective units. Updates to metadata.
1.0	E Replaces and is equivalent to SIT40809 Certificate IV in Holiday Parks and Resorts. Intent of the qualification remains unchanged. Significant changes to packaging because this is now a discrete senior operations or supervisory qualification with an entry requirement comprising the operational skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales/operational skills. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of skilled operators who use sound knowledge of industry operations and a broad range of supervisory skills to plan, monitor and evaluate the work of a team. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

Job roles

This qualification provides a pathway to work as a supervisor in holiday parks and resorts. This may be in a specialised area such as front office, housekeeping or grounds maintenance, or involve multi-skilling across different operational areas.

Possible job titles include:

- assistant manager

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- front office supervisor
- grounds and maintenance supervisor
- operations supervisor.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that individuals entering this qualification have completed SIT31212 Certificate III in Holiday Parks and Resorts, or a related Certificate III qualification in Tourism and Travel , Hospitality or Horticulture.

Pathways from the qualification

After achieving SIT40812 Certificate IV in Holiday Parks and Resorts, individuals could progress to SIT50412 Diploma of Holiday Parks and Resorts or broader management qualifications in Hospitality or Tourism.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to SIT40812 Certificate IV in Holiday Parks and Resorts is open to individuals who are able to demonstrate holiday parks and resorts industry knowledge, customer service and operational skills. The individual must either:

Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

Have relevant holiday parks and resorts industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

The unit clusters for different pathways are as follows:

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Front office pathway

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR202A Organise and complete daily work activities

SITHACS303 Provide accommodation reception services

SITTIND202 Source and use information on the holiday park and resort industry

SITTTSL305 Process reservations

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS301 Identify hazards, assess and control safety risks

Grounds maintenance pathway

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR202A Organise and complete daily work activities

RIISAM204B Operate small plant and equipment

SIFCBGM001 Provide general grounds care

SIFCBGM002 Maintain property and structures

SITTIND202 Source and use information on the holiday park and resort industry

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS301 Identify hazards, assess and control safety risks

Housekeeping pathway

BSBSUS201A Participate in environmentally sustainable work practices

BSBWOR202A Organise and complete daily work activities

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITTIND202 Source and use information on the holiday park and resort industry

SITXCCS303 Provide service to customers

SITXCOM201 Show social and cultural sensitivity

SITXWHS301 Identify hazards, assess and control safety risks

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Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Providing briefings to operational staff; seeking feedback from colleagues and customers on operational and service issues; anticipating and determining customer preferences and expectations to provide professional and personalised customer service experiences, managing team member and customer conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member and customer problems and complaints.
Initiative and enterprise	Proactively consulting with colleagues about ways to improve operational and service efficiency; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of holiday park and resort products and services; suggesting ideas for new or improved products and increased profitability.
Learning	Knowing sources of new information on the holiday park and resort industry; being aware of opportunities to learn and participating in holiday park and resort industry professional development activities; supporting team members to learn.
Planning and organising	Monitoring operational efficiency and service levels through close contact with day to day work operations; assessing current team member workloads and scheduling work to maximise operational efficiency and customer service quality; assessing operational and service workflow and assisting team members to prioritise workload to deliver a positive service outcome for holiday park and resort customers.
Problem-solving	Identifying and assessing operational and service issues, discussing and suggesting solutions with managers; initiating short term action to resolve immediate operational or service problems; taking responsibility for resolving escalated customer complaints or requesting assistance from managers to resolve issues; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding legal compliance issues and providing advice to team members; organising and self-directing own work priorities to deliver holiday park and resort sales and service; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, customer service, workplace health and safety;

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	leading and managing a team of individuals, monitoring workplace operations and service delivery; proactively seeking feedback and advice on improving team leader skills.
Teamwork	Motivating and leading teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with team members.
Technology	Understanding the operating capability of, selecting and using equipment, computer systems, software and information systems that assist in holiday park and resort sales and service activities.

Packaging Rules

10 units must be completed:

- 6 core units
- 4 elective units consisting of:
  - 2 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITXCOM401 Manage conflict

SITXFIN401 Interpret financial information

SITXHRM301 Coach others in job skills

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXWHS401 Implement and monitor work health and safety practices

Elective units

Administration

BSBADM502B Manage meetings

BSBRES401A Analyse and present research information

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BSBWRT401A Write complex documents

Building and Grounds Maintenance

SIFCBGM007 Evaluate building and grounds maintenance and development needs

SIFCBGM008 Coordinate building and grounds maintenance and development

SISCAQU201A Monitor pool water quality

Client and Customer Service

SITXCCS301 Provide lost and found services

SITXCCS401 Enhance the customer service experience

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

CUFDIG303A Produce and prepare photo images

SITXICT401 Build and launch a small business website

E-Business

BSBEBU401A Review and maintain a website

BSBMKG412A Conduct e-marketing communications

BSBMKG510B Plan e-marketing communications

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA304A Maintain a general ledger

BSBFIA401A Prepare financial reports

SITXFIN402 Manage finances within a budget

First Aid

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HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

Human Resource Management

SITXHRM401 Roster staff

Inventory

SITXINV301 Purchase goods

SITXINV401 Control stock

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Marketing and Public Relations

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

Planning and Product Development

SITTPPD401 Package tourism products

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

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SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

Venue and Facility Operations

SITTVAF303 Tow and site recreational vehicles

UEGNSG604B Fill gas cylinders

Work Health and Safety

PUAWER004B Respond to workplace emergencies

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Assistant Manager

SITTPPD404 Develop in-house recreational activities

SITXHRM401 Roster staff

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

Grounds and Maintenance Supervisor

HLTAID003 Provide first aid

SIFCBGM007 Evaluate building and grounds maintenance and development needs

SIFCBGM008 Coordinate building and grounds maintenance and development

SISCAQU201A Monitor pool water quality

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SIT50112 Diploma of Travel and Tourism

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated. Editorial corrections to the Modification History and Mapping notes. BSBFRA402B Establish a franchise added to the Elective group.
1.1	Editorial correction to Modification history. Updates to metadata.
1.0	E Replaces and is equivalent to SIT50107 Diploma of Tourism. Intent of the qualification remains unchanged. Title of qualification updated to include travel. Significant changes to packaging because this is now a discrete management qualification with an entry requirement comprising the operational skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales or operational skills. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of individuals who use sound knowledge of industry operations and a broad range of managerial skills to coordinate tourism and travel operations or marketing and product development activities. They operate independently, have responsibility for others and make a range of operational business decisions.

Job roles

This qualification provides a pathway to work in any sector of the tourism and travel industry as a departmental or small business manager. This qualification allows for multiskilling and for specialisation in either operations management or marketing and product development.

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Possible job titles include:

- manager:
  - inbound groups
  - inbound sales
  - incentives
  - tour operations
  - marketing
  - operations
  - product
  - reservations
  - retail travel agency
  - sales
  - visitor information.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that individuals entering this qualification hold SIT30112 Certificate III in Tourism, SIT31312 Certificate III in Travel or SIT30612 Certificate III in Events.

Pathways from the qualification

After achieving this qualification, individuals may engage in further learning in vocational or higher education through Advanced Diploma and Degree qualifications in Tourism, Travel and other Business disciplines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service and operational skills. The individual must either:

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Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

Have relevant tourism and travel industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

The unit clusters for different pathways are as follows:

Events pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITTTSL308 Use a computerised reservations or operations system

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

SITXEVT301 Access information on event operations

Guiding pathway

SITTGDE301 Work as a guide

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

SITTIND201 Source and use information on the tourism and travel industry

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

SITXWHS301 Identify hazards, assess and control safety risks

Inbound tour wholesaling pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

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SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

Retail travel and outbound wholesaling pathway

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

Tourism operations (office-based pathway)

SITTIND201 Source and use information on the tourism and travel industry

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

Visitor information services pathway

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SITTIND201 Source and use information on the tourism and travel industry

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITXCCS201 Provide visitor information

SITXCCS401 Enhance the customer service experience

SITXCOM201 Show social and cultural sensitivity

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with team members and customers to elicit feedback and ideas on operational and service issues; explaining the organisation's plans, policies and procedures to team members; communicating work team goals; consulting with team members about workplace practices; discussing supply options and negotiating purchases with suppliers; writing clear and concise operational procedures and reports.
Initiative and enterprise	Generating ideas to improve products, services, operational practices and efficiency; assessing options and suggesting a range of new products and services; monitoring and evaluating financial performance of the department or business and developing ideas for improvement; engaging team members in discussions and encouraging innovative ideas.
Learning	Developing and maintaining knowledge required to make a range of operational decisions for the department or business; proactively maintaining and updating knowledge of travel and tourism industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for the department or business; supporting team members to learn.
Planning and organising	Planning and organising the operational activities of the travel or tourism department or business; determining deadlines and resource requirements for effective delivery of travel or tourism products and services; implementing and monitoring plans, policies, procedures and business practices; actively participating in continuous

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	improvement processes for operational and service efficiency.
Problem-solving	Responding effectively to routine sales, operational and service issues requiring immediate resolution; considering systematic sales, operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated customer service complaints and conflicts; evaluating staff feedback on sales, operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.
Self-management	Knowing the primary components of laws that specifically relate to the travel or tourism industry and implementing operational compliance practices; operating independently, reviewing own work performance and proactively seeking feedback and advice on management skills; taking responsibility for the operational management of the travel or tourism business across a range of activities including finances, human resources, customer service and workplace health and safety.
Teamwork	Using the social and cultural diversity of team members to advantage service delivery to diverse customers; planning work operations to take account of team member strengths; implementing work team goals and teamwork practices; providing training, coaching and advice for effective teamwork; seeking feedback from team members on operational practices, policies, procedures and service efficiency; motivating and leading supervisor teams.
Technology	Selecting and using technologies used in the travel or tourism industry to support operational management functions; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the sales, operational and service activities of the travel or tourism business; implementing skill development activities required for new business technologies.

Packaging Rules

17 units must be completed:

- 10 core units
- 7 elective units, consisting of:
  - 4 units from the list below
  - 3 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWRT401A Write complex documents

SITXCCS501 Manage quality customer service

SITXCOM401 Manage conflict

SITXFIN401 Interpret financial information

SITXFIN402 Manage finances within a budget

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXWHS401 Implement and monitor work health and safety practices

Elective units

Administration

BSBADM502B Manage meetings

SITXADM501 Prepare and present proposals

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

SITXICT401 Build and launch a small business website

E-Business

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solutions

BSBMKG510B Plan e-marketing communications

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Finance

BSBFIA401A Prepare financial reports

BSBFIM502A Manage payroll

CUSFIM501A Secure funding for projects

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CUVFIM401A Obtain revenue to support operations

FNSACC406A Set up and operate a computerised accounting system

Franchising

BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

BSBFRA402B Establish a franchise

BSBFRA403B Manage relationship with franchisor

BSBFRA502B Manage a franchise operation

Governance and Legal Compliance

SITXGLC501 Research and comply with regulatory requirements

Human Resource Management

BSBHRM513A Manage workforce planning

SITXHRM401 Roster staff

SITXHRM501 Recruit, select and induct staff

SITXHRM502 Manage volunteers

SITXHRM503 Monitor staff performance

TAEDEL404A Mentor in the workplace

Languages other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

BSBMGT515A Manage operational plan

BSBRSK501B Manage risk

SITXMGT502 Manage projects

Marketing and Public Relations

BSBMKG401B Profile the market

BSBMKG509A Implement and monitor direct marketing activities

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

SITXMPR501 Obtain and manage sponsorship

SITXMPR502 Develop and implement marketing strategies

Planning and Product Development

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SITTPPD401 Package tourism products

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD501 Develop host community awareness of tourism

SITTPPD502 Assess tourism opportunities for local communities

SITTPPD503 Research and analyse tourism data

Quality and Innovation

BSBCRT501A Originate and develop concepts

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

Tourism Sales and Office Operations

SITTTSL309 Source airfares for domestic flights

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITTTSL312 Construct advanced international airfares ^

SITTTSL313 Administer billing and settlement plan

SITTTSL401 Maintain a product inventory

^ Prerequisite is SITTTSL310 Construct normal international airfares

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Operations manager for a small tour operator

BSBADM502B Manage meetings

BSBRSK501B Manage risk

SITTTOP401 Allocate tour or activity resources

SITXGLC501 Research and comply with regulatory requirements

SITXHRM401 Roster staff

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

Product and marketing manager (tour wholesaler)

BSBADM502B Manage meetings

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BSBCMM401A Make a presentation

BSBEBU501A Investigate and design e business solutions

BSBMKG510B Plan e-marketing communications

SITXHRM501 Recruit, select and induct staff

SITXMGT502 Manage projects

SITXMPR401 Coordinate production of brochures and marketing materials

Retail travel agency manager

BSBEBU501A Investigate and design e business solutions

BSBEBU502A Implement e business solutions

BSBMKG510B Plan e-marketing communications

SITTTSL310 Construct normal international airfares

SITXGLC501 Research and comply with regulatory requirements

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

Visitor information centre manager

BSBADM502B Manage meetings

SITTPPD501 Develop host community awareness of tourism

SITTPPD503 Research and analyse tourism data

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

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SIT50212 Diploma of Events

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT50207 Diploma of Events. Intent of the qualification remains unchanged. Total number of units reduced by 4. Core units reduced by 5. Elective units increased by 1. Some units removed from core as they did not apply to all job roles. They are now in elective list. Entry requirement removed. New policy prohibits a requirement for a whole qualification. In lieu of an entry requirement, many of the operational units required to fulfil the Event Coordinator job outcome covered by this Diploma are available in the elective pool. Diploma requires the selection of a substantial number of electives.

Description

This qualification reflects the role of individuals who use sound knowledge of event management processes and a broad range of skills to coordinate event operations. They operate independently and make operational event management decisions.

Job roles

Events are diverse in nature and this qualification provides a pathway to work in events in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

These may be event management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Possible job titles include:

- conference coordinator
- event coordinator

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- event planner
- event sales coordinator
- exhibitions coordinator
- in-house meetings coordinator
- meetings coordinator
- venue coordinator.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that those entering this qualification possess a Certificate III qualification or vocational experience in events, or fields such as business, creative industries, hospitality, sport, tourism or travel. However this is not mandatory.

Pathways from the qualification

After achieving SIT50212 Diploma of Events, individuals could further their vocational or higher education through SIT60212 Advanced Diploma of Events, advanced diploma or degree programs in business management, creative industries, events, hospitality, sport, tourism or travel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with customers to elicit feedback and ideas on operational and service issues; providing briefings to internal and external event team members on event plans, operations and staging procedures; communicating work team goals for the operation of specific events; consulting with team members about event planning and staging practices; discussing supply options and negotiating purchases with suppliers, staging contactors or venues; writing clear and concise event planning documentation and operational

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	procedures.
Initiative and enterprise	Generating ideas to improve event products, services, operational practices and efficiency; assessing options and suggesting a range of new products and services; monitoring and evaluating financial performance of events and developing ideas for improvement; engaging internal and external event team members in discussions and encouraging innovative ideas.
Learning	Developing and maintaining knowledge required to make a range of operational decisions for planning and staging events; proactively maintaining and updating knowledge of event industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for event team members; supporting team members to learn.
Planning and organising	Collecting analysing and collating complex information to plan all operational aspects of events; implementing and monitoring plans, procedures and business practices for staging events; determining and monitoring operational priorities, deadlines and resource requirements for effective execution of events; actively participating in continuous improvement processes for operational and service efficiency.
Problem-solving	Responding effectively to event planning and staging issues requiring immediate resolution; considering systematic operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated event planning and staging complaints and problems; evaluating event team feedback on operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.
Self-management	Knowing the primary components of laws that specifically relate to the events industry; implementing operational compliance practices for events; operating independently, reviewing own work performance and proactively seeking feedback and advice on event coordination skills; taking responsibility for the operational management of events and a range of business activities including budget management, team leadership and customer service.
Teamwork	Using the social and cultural diversity of team members to advantage service delivery to diverse customers; planning work operations to take account of team member strengths; implementing work team goals and teamwork practices; providing training, coaching and advice for effective teamwork; seeking feedback from team members on operational practices, policies, procedures and service efficiency; motivating and leading event teams.

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Technology	Selecting and using technologies used in the events industry to support event coordination activities; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the operational, sales and service activities of the events business; implementing skill development activities required for new business technologies.

Packaging Rules

20 units must be completed:

- 9 core units
- 11 elective units, consisting of:
  - 7 from the elective list below
  - 4 from the list below, elsewhere in this SIT12 Training Package, any other Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SITXCCS401 Enhance the customer service experience

SITXEVT301 Access information on event industry operations

SITXEVT503 Manage event staging components

SITXFIN402 Manage finances within a budget

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXMGT502 Manage projects

SITXWHS301 Identify hazards, assess and control safety risks

Elective units

Administration

BSBADM502B Manage meetings

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

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SITXADM501 Prepare and present proposals

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

SITXCOM401 Manage conflict

Computer Operations and ICT Management

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

Creative and Technical Production

CUEEVT03B Integrate knowledge of creative and technical production into management processes

CUESMT08B Call the production / event

CUESMT10B Organise and facilitate rehearsals

CUESMT11B Create, update and use production reference documents

CUETEM03C Establish and manage production requirements and resources

CUETEM06B Organise and monitor bump in/bump out

CUETEM07B Tour the production

CUFPPM408A Compile production schedules

Crisis Management

SITXCRI401 Respond to a customer in crisis

E-Business

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solutions

Environmental Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Events

SITXEVT302 Process and monitor event registrations

SITXEVT303 Coordinate on-site event registrations

SITXEVT401 Plan in-house events or functions

SITXEVT501 Develop conference programs

SITXEVT502 Select event venues and sites

SITXEVT504 Organise event infrastructure

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SITXEVT505 Manage on-site event operations

Exhibitions

CULEVP501A Coordinate the installation and dismantling of exhibitions

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

Finance

CUSFIM501A Secure funding for projects

CUVFIM401A Obtain revenue to support operations

FNSACC406A Set up and operate a computerised accounting system

SITXFIN401 Interpret financial information

SITXFIN501 Prepare and monitor budgets

Governance and Legal Compliance

SITXGLC501 Research and comply with regulatory requirements

Human Resource Management

BSBDIV501A Manage diversity in the workplace

SITXHRM401 Roster staff

SITXHRM501 Recruit, select and induct staff

SITXHRM502 Manage volunteers

SITXHRM503 Monitor staff performance

Kitchen Operations

SITHKOP302 Plan and cost basic menus

SITHKOP404 Plan catering for events or functions

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

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BSBIPR401A Use and respect copyright

BSBMGT515A Manage operational plan

BSBRSK501B Manage risk

CUFCMP501A Manage and exploit copyright arrangements

Marketing and Public Relations

BSBMKG401B Profile the market

BSBMKG509A Implement and monitor direct marketing activities

BSBPUB401A Develop and apply knowledge of the public relations industry

BSBPUB403A Develop public relations documents

BSBREL401A Establish networks

BSBREL402A Build client relationships and business networks

CUVPUB501A Develop and manage public relations strategies

ICAWEB201A Use social media tools for collaboration and engagement

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR501 Obtain and manage sponsorship

Planning and Product Development

SITTPPD401 Package tourism products

SITTPPD404 Develop in-house recreational activities

SITTPPD502 Assess tourism opportunities for local communities

SITTPPD503 Research and analyse tourism data

Quality and Innovation

BSBCRT402A Collaborate in a creative process

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Tourism Sales and Operations

SITTTSL301 Provide advice on international destinations

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SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL307 Process travel related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL401 Maintain a product inventory

Venue and Facility Operations

CPPDSM5021A Implement asset maintenance strategy

CPPDSM5022A Implement asset management plan

CPPDSM5023A Implement facilities management plan

CPPDSM5027A Provide facilities and amenities for property users

CUEFOH06C Manage venue services

Working in Industry

CUVIND501B Maintain and apply creative arts industry knowledge

Work Health and Safety

SITXWHS401 Implement and monitor work health and safety practices

Writing

CUFWRT301A Write content for a range of media

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Event coordinator for a professional conference organiser

BSBADM502B Manage meetings

BSBCMM401A Make a presentation

BSBWRT401A Write complex documents

SITTTSL304 Prepare quotations

SITXADM501 Prepare and present proposals

SITXEVT303 Coordinate on-site event registrations

SITXEVT501 Develop conference programs

SITXEVT502 Select event venues and sites

SITXEVT505 Manage on-site event operations

SITXMPR401 Coordinate production of brochures and marketing materials

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SITXMPR501 Obtain and manage sponsorship

Event coordinator for a venue

BSBADM502B Manage meetings

BSBREL402A Build client relationships

BSBWRT401A Write complex documents

CUEFOH06C Manage venue services

CUFWRT301A Write content for a range of media

CUVPUB501A Develop and manage public relations strategies

SITHKOP404 Plan catering for events or functions

SITTTSL304 Prepare quotations

SITXEVT401 Plan in-house events or functions

SITXHRM401 Roster staff

SITXMPR404 Coordinate marketing activities

Event coordinator (production focus)

BSBADM502B Manage meetings

BSBWRT401A Write complex documents

CUEEVT03B Integrate knowledge of creative and technical production into management processes

CUESMT10B Organise and facilitate rehearsals

CUETEM03C Establish and manage production resources and requirements

CUETEM06B Organise and monitor bump in/bump out

CUFPPM408A Compile production schedules

SITXADM501 Prepare and present proposals

SITXEVT504 Organise event infrastructure

SITXHRM502 Manage volunteers

SITXMPR501 Obtain and manage sponsorship

Event coordinator (sport focus)

BSBADM502B Manage meetings

BSBWRT401A Write complex documents

SISSSPA301A Coordinate regional touring athletes

SITHKOP404 Plan catering for events or functions

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SITXADM501 Prepare and present proposals

SITXEVT502 Select event venues and sites

SITXEVT504 Organise event infrastructure

SITXHRM502 Manage volunteers

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

SITXMPR501 Obtain and manage sponsorship

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SIT50313 Diploma of Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT50312 Diploma of Hospitality. Intent of the qualification remains unchanged. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group Core units reduced from 14 to 13 units. Elective units increased from 14 to 15 units.

Description

This qualification reflects the role of individuals who use sound knowledge of industry operations and a broad range of managerial skills to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in any sector of the hospitality industry as a departmental or small business manager.

Possible job titles include:

- banquet or function manager
- chef de cuisine
- chef patissier
- executive housekeeper
- front office manager
- gaming manager
- kitchen manager

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- motel manager
- restaurant manager
- sous chef
- unit manager (catering operations).

Pathways Information

Pathways into the qualification

It is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering SIT50313 Diploma of Hospitality. However this is not mandatory.

Pathways from the qualification

After achieving SIT50313 Diploma of Hospitality, individuals could progress to SIT60313 Advanced Diploma of Hospitality or higher education qualifications in management.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with team members and customers to elicit feedback and ideas on operational and service issues; explaining the organisation's plans, policies and procedures to team members; communicating work team goals; consulting with team members about workplace practices; discussing supply options and negotiating purchases with suppliers; writing clear and concise operational procedures and reports.
Initiative and enterprise	Generating ideas to improve products, services, operational practices and efficiency; assessing options and suggesting a range of new products and services; monitoring and evaluating financial performance of the department or business and developing ideas for improvement; engaging team members in discussions and encouraging innovative ideas.

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Learning	Developing and maintaining knowledge required to make a range of operational decisions for the business; proactively maintaining and updating knowledge of hospitality industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for the organisation; supporting team members to learn.
Planning and organising	Planning and organising the operational activities of the hospitality business or department; determining deadlines and resource requirements for effective delivery of hospitality products and services; implementing and monitoring plans, policies, procedures and business practices; actively participating in continuous improvement processes for operational and service efficiency.
Problem-solving	Responding effectively to routine operational and service issues requiring immediate resolution; considering systematic operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated customer service complaints and conflicts; evaluating staff feedback on operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.
Self-management	Knowing the primary components of laws that specifically relate to the hospitality industry and implementing operational compliance practices; operating independently, reviewing own work performance and proactively seeking feedback and advice on management skills; taking responsibility for the operational management of the hospitality business across a range of activities including finances, human resources, customer service and workplace health and safety.
Teamwork	Using the social and cultural diversity of team members to advantage service delivery to diverse customers; planning work operations to take account of team member strengths; implementing work team goals and teamwork practices; providing training, coaching and advice for effective teamwork; seeking feedback from team members on operational practices, policies, procedures and service efficiency; motivating and leading supervisor teams.
Technology	Selecting and using technologies used in the hospitality industry to support operational management functions; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the operational, sales and service activities of the hospitality business; implementing skill development activities required for new business technologies.

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Packaging Rules

28 units must be completed:

- 13 core units
- 15 elective units, consisting of:
  - 1 unit from Group A
  - 1 unit from Group B
  - 8 units from Group C
  - 5 units from Group C, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

BSBMGT515A Manage operational plan

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM401 Manage conflict

SITXFIN402 Manage finances within a budget

SITXFIN501 Prepare and monitor budgets

SITXGLC501 Research and comply with regulatory requirements

SITXHRM401 Roster staff

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXWHS401 Implement and monitor work health and safety practices

Elective units

Group A

SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

SITHCCC309 Work effectively as a cook *

SITHIND301 Work effectively in hospitality service

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SITHKOP403 Coordinate cooking operations *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Group C

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

CPPCLO3013A Clean window coverings

CPPCLO3016A Wash furniture and fittings

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS203 Launder linen and guest clothes

SITHACS204 Provide porter services

SITHACS301 Provide valet service

SITHACS302 Conduct night audit

SITHACS303 Provide accommodation reception services

Administration

BSBADM502B Manage meetings

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

SITXADM501 Prepare and present proposals

Asian Cookery

SITHASC201 Produce dishes using basic methods of Asian cookery *

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC207 Produce curry pastes and powders *

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SITHASC301 Produce Asian cooked dishes *

SITHASC302 Produce Asian desserts *

SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS301 Provide lost and found services

SITXCCS302 Provide club reception services

Commercial Cookery and Catering

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC304 Produce and serve food for buffets *

SITHCCC305 Produce pates and terrines *

SITHCCC306 Handle and serve cheese *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

SITHCCC309 Work effectively as a cook*

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SITHCCC401 Produce specialised food items *

SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU102A Develop keyboard skills

BSBITU201A Produce simple word processed documents

BSBITU203A Communicate electronically

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

BSBWOR204A Use business technology

SITXICT401 Build and launch a small business website

Crisis Management

SITXCRI401 Respond to a customer in crisis

E-Business

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solution

Environmental Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Events

SITXEVT301 Access information on event operations

SITXEVT401 Plan in-house events or functions

SITXEVT503 Manage event staging components

SITXEVT505 Manage on-site event operations

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

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BSBFIA304A Maintain a general ledger

BSBFIA401A Prepare financial reports

BSBFIM502A Manage payroll

SITXFIN201 Process financial transactions

SITXFIN401 Interpret financial information

First Aid

HLTAID003 Provide first aid

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB205 Provide room service *

SITHFAB301 Operate and monitor cellar systems

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB303 Prepare and serve cocktails *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

SITHFAB401 Plan and monitor espresso coffee service

SITHFAB501 Manage the sale or service of wine ~

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

~Prerequisites are SITHFAB305 Provide advice on Australian wines and SITHFAB306 Provide advice on imported wines

Food Safety

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

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SITXFSA401 Develop and implement a food safety program

Franchising

BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

BSBFRA402B Establish a franchise

BSBFRA403B Manage relationship with franchisor

BSBFRA502B Manage a franchise operation

Gaming

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines ›

SITHGAM203 Operate a TAB outlet ›

SITHGAM204 Conduct Keno game ›

SITHGAM301 Analyse and report on gaming machine data ›

SITHGAM302 Operate table games ›

SITHGAM303 Deal Baccarat games ›

SITHGAM304 Conduct Big Wheel games ›

SITHGAM305 Deal Blackjack games ›

SITHGAM306 Deal Poker games ›

SITHGAM307 Deal Pontoon games ›

SITHGAM308 Conduct Rapid Roulette games ›

SITHGAM309 Conduct Roulette games ›

SITHGAM310 Conduct Sic Bo games ›

SITHGAM501 Manage gaming activities ›

›Prerequisite is SITHGAM201 Provide responsible gambling services

Human Resource Management

SITXHRM501 Recruit, select and induct staff

SITXHRM502 Manage volunteers

SITXHRM503 Monitor staff performance

TAEDEL404A Mentor in the workplace

Inventory

SITXINV301 Purchase goods

SITXINV401 Control stock

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Kitchen Operations

SITHKOP401 Plan and display buffets *

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SITHKOP402 Develop menus for special dietary requirements

SITHKOP403 Coordinate cooking operations *

SITHKOP404 Plan catering for events or functions

SITHKOP501 Design and cost menus

SITHKOP502 Select catering systems

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Languages other than English

SITXLAN21__ Conduct basic oral communication in a language other than English

SITXLAN22__ Conduct routine oral communication in a language other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

BSBRSK501B Manage risk

SITXMGT502 Manage projects

Marketing and Public Relations

BSBMKG401B Profile the market

PUAPOLGD015A Employ media strategies

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

SITXMPR501 Obtain and manage sponsorship

SITXMPR502 Develop and implement marketing strategies

Merchandising

SIRXMER201 Merchandise products

Patisserie

SITHPAT301 Produce cakes *

SITHPAT302 Produce gateaux, torten and cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT305 Produce petits fours *

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SITHPAT306 Produce desserts *

SITHPAT401 Prepare and model marzipan *

SITHPAT402 Produce chocolate confectionery *

SITHPAT403 Model sugar based decorations *

SITHPAT404 Design and produce sweet buffet showpieces *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Planning and Product Development

SITTPPD401 Package tourism products

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

SITTPPD501 Develop host community awareness of tourism

SITTPPD503 Research and analyse tourism data

Quality and Innovation

BSBCRT301A Develop and extend critical and creative thinking skills

BSBCRT501A Originate and develop concepts

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

CPPSEC3017A Plan and conduct evacuation of premises

CPPSEC3018A Provide for the safety of persons at risk

SIRXRSK201 Minimise loss

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

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SITTTSL306 Book supplier services

SITTTSL307 Process travel related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL401 Maintain a product inventory

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

Working in Industry

SITHIND101 Use hygienic practices for hospitality service

SITHIND201 Source and use information on the hospitality industry

SITHIND301 Work effectively in hospitality service

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Gaming manager in a club, hotel or casino

BSBRSK501B Manage risk

BSBWRT401A Write complex documents

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines

SITHGAM204 Conduct Keno games

SITHGAM301 Analyse and report on gaming machine data

SITHGAM501 Manage gaming activities

SITHIND301 Work effectively in hospitality service

SITXFSA101 Use hygienic practices for food safety

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

SITXMGT502 Manage projects

SITXMPR502 Develop and implement marketing strategies

Kitchen manager or chef

BSBSUS501A Develop workplace policy and procedures for sustainability

SITHCCC307 Prepare food to meet special dietary requirements

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SITHCCC309 Work effectively as a cook
SITHFAB309 Provide advice on food
SITHFAB310 Provide advice on food and beverage matching
SITHFAB501 Manage the sale or service of wine
SITHKOP401 Plan and display buffets
SITHKOP402 Develop menus for special dietary requirements
SITHKOP404 Plan catering for events or functions
SITHKOP501 Design and cost menus
SITXFSA101 Use hygienic practices for food safety
SITXFSA401 Develop and implement a food safety program
SITXHRM501 Recruit, select and induct staff
SITXHRM503 Monitor staff performance
SITXINV401 Control stock

Manager of a cafe or small restaurant

BSBRSK501B Manage risk
SITHFAB201 Provide responsible service of alcohol
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB204 Prepare and serve espresso coffee
SITHFAB305 Provide advice on Australian wines
SITHFAB309 Provide advice on food
SITHFAB310 Provide advice on food and beverage matching
SITHFAB401 Plan and monitor espresso coffee service
SITHFAB501 Manage the sale or service of wine
SITHIND301 Work effectively in hospitality service
SITXFSA101 Use hygienic practices for food safety
SITXFSA401 Develop and implement a food safety program
SITXHRM501 Recruit, select and induct staff
SITXHRM503 Monitor staff performance
SITXMPR502 Develop and implement marketing strategies

Motel manager

BSBEBU501A Investigate and design ebusiness solutions
BSBEBU502A Implement ebusiness solution

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BSBFIA301A Maintain financial records

BSBMGT516C Facilitate continuous improvement

BSBRSK501B Manage risk

SITHACS202 Prepare rooms for guests

SITHACS303 Provide accommodation reception services

SITHIND101 Use hygienic practices for hospitality service

SITTTSL305 Process reservations

SITTTSL308 Use a computerised reservations or operations system

SITXHRM501 Recruit, select and induct staff

SITXICT401 Build and launch a small business website

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

SITXMPR502 Develop and implement marketing strategies

Restaurant manager in a fine dining restaurant

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

SITHFAB201 Provide responsible service of alcohol

SITHFAB304 Provide advice on beers, spirits and liqueurs

SITHFAB305 Provide advice on Australian wines

SITHFAB306 Provide advice on imported wines

SITHFAB308 Provide silver service

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching

SITHFAB501 Manage the sale or service of wine

SITHIND301 Work effectively in hospitality service

SITXEVT401 Plan in-house events or functions

SITXFSA101 Use hygienic practices for food safety

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

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SIT50412 Diploma of Holiday Parks and Resorts

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported units updated. Editorial correction to Modification History and Mapping notes. BSBFRA402B Establish a Franchise added to the Elective group.
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT50409 Diploma of Holiday Parks and Resort. Intent of the qualification remains unchanged. Significant changes to packaging because this is now a discrete management qualification with an entry requirement comprising the operational skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales/operational skills. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of individuals who use sound knowledge of industry operations and a broad range of managerial skills to coordinate holiday park operations or marketing and product development activities. They operate independently, have responsibility for others and make a range of operational business decisions.

Job roles

This qualification provides a pathway to work as a business manager or owner-operator of a holiday park or resort.

Possible job titles include:

- manager
- operations manager

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- park manager.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that individuals entering SIT50412 Diploma of Holiday Parks and Resorts have SIT31212 Certificate III in Holiday Parks and Resorts or a related area such as Hospitality or Tourism.

Pathways from the qualification

After achieving SIT50412 Diploma of Holiday Parks and Resorts, individuals may engage in further learning in vocational or higher education through Advanced Diploma and Degree qualifications in Tourism, Hospitality and other Business disciplines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to SIT50412 Diploma of Holiday Parks and Resorts is open to individuals who are able to demonstrate holiday parks and resorts industry knowledge, customer service and operational skills. The individual must either:

Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

Have relevant holiday parks and resorts industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

The unit clusters for different pathways are as follows:

Front office pathway

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BSBSUS201A Participate in environmentally sustainable work practices
BSBWOR202A Organise and complete daily work activities
SITHACS303 Provide accommodation reception services
SITTIND202 Source and use information on the holiday park and resort industry
SITTTSL305 Process reservations
SITXCCS303 Provide service to customers
SITXCOM201 Show social and cultural sensitivity
SITXWHS101 Participate in safe work practices
SITXWHS301 Identify hazards, assess and control safety risks

Grounds maintenance pathway

BSBSUS201A Participate in environmentally sustainable work practices
BSBWOR202A Organise and complete daily work activities
RIISAM204B Operate small plant and equipment
SIFCBGM001 Provide general grounds care
SIFCBGM002 Maintain property and structures
SITTIND202 Source and use information on the holiday park and resort industry
SITXCCS303 Provide service to customers
SITXCOM201 Show social and cultural sensitivity
SITXWHS101 Participate in safe work practices
SITXWHS301 Identify hazards, assess and control safety risks

Housekeeping pathway

BSBSUS201A Participate in environmentally sustainable work practices
BSBWOR202A Organise and complete daily work activities
SITHACS101 Clean premises and equipment
SITHACS201 Provide housekeeping services to guests
SITHACS202 Prepare rooms for guests
SITTIND202 Source and use information on the holiday park and resort industry
SITXCCS303 Provide service to customers
SITXCOM201 Show social and cultural sensitivity
SITXWHS101 Participate in safe work practices
SITXWHS301 Identify hazards, assess and control safety risks

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Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with team members and customers to elicit feedback and ideas on operational and service issues; explaining the organisation's plans, policies and procedures to team members; communicating work team goals; consulting with team members about workplace practices; discussing supply options and negotiating purchases with suppliers; writing clear and concise operational procedures and reports.
Initiative and enterprise	Generating ideas to improve products, services, operational practices and efficiency; assessing options and suggesting a range of new products and services; monitoring and evaluating financial performance of the department or business and developing ideas for improvement; engaging team members in discussions and encouraging innovative ideas.
Learning	Developing and maintaining knowledge required to make a range of operational decisions for the business; proactively maintaining and updating knowledge of holiday park and resort industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for the organisation; supporting team members to learn.
Planning and organising	Planning and organising the operational activities of the holiday park and resort business or department; determining deadlines and resource requirements for effective delivery of holiday park and resort products and services; implementing and monitoring plans, policies, procedures and business practices; actively participating in continuous improvement processes for operational and service efficiency.
Problem-solving	Responding effectively to routine operational and service issues requiring immediate resolution; considering systematic operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated customer service complaints and conflicts; evaluating staff feedback on operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.
Self-management	Knowing the primary components of laws that specifically relate to the holiday park and resort industry and implementing operational compliance practices; operating independently, reviewing own work performance and proactively seeking

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	feedback and advice on management skills; taking responsibility for the operational management of the holiday park and resort business across a range of activities including finances, human resources, customer service and workplace health and safety.
Teamwork	Using the social and cultural diversity of team members to advantage service delivery to diverse customers; planning work operations to take account of team member strengths; implementing work team goals and teamwork practices; providing training, coaching and advice for effective teamwork; seeking feedback from team members on operational practices, policies, procedures and service efficiency; motivating and leading supervisor teams.
Technology	Selecting and using technologies used in the holiday park and resort industry to support operational management functions; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the operational, sales and service activities of the holiday park and resort business; implementing skill development activities required for new business technologies.

Packaging Rules

17 units must be completed:

- 10 core units
- 7 elective units, consisting of:
  - 4 units from the list below
  - 3 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBWRT401A Write complex documents

SITXCCS501 Manage quality customer service

SITXCOM401 Manage conflict

SITXFIN401 Interpret financial information

SITXFIN402 Manage finances within a budget

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SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXWHS401 Implement and monitor work health and safety practices

Elective units

Administration

BSBADM502B Manage meetings

BSBRES401A Analyse and present research information

SITXADM501 Prepare and present proposals

Building and Grounds Maintenance

SIFCBGM007 Evaluate building and grounds maintenance and development needs

SIFCBGM008 Coordinate building and grounds maintenance and development

Communication and Teamwork

BSBCMM401A Make a presentation

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU302B Create electronic presentations

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

SITXICT401 Build and launch a small business website

E-Business

BSBEBU401A Review and maintain a website

BSBMKG412A Conduct e-marketing communications

BSBMKG510B Plan e-marketing communications

Environmental Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Finance

BSBFIA401A Prepare financial reports

BSBFIM502A Manage payroll

CUSFIM501A Secure funding for projects

FNSACC406A Set up and operate a computerised accounting system

First Aid

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HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

Franchising

BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

BSBFRA403B Manage relationship with franchisor

BSBFRA502B Manage a franchise operation

Governance and Legal Compliance

SITXGLC501 Research and comply with regulatory requirements

Human Resource Management

BSBDIV501A Manage diversity in the workplace

BSBHRM513A Manage workforce planning

BSBHRM604A Manage employee relations

SITXHRM401 Roster staff

SITXHRM501 Recruit, select and induct staff

SITXHRM502 Manage volunteers

SITXHRM503 Monitor staff performance

TAEDEL404A Mentor in the workplace

Inventory

SITXINV301 Purchase goods

SITXINV401 Control stock

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

BSBMGT515A Manage operational plan

BSBMGT617A Develop and implement a business plan

BSBRSK501B Manage risk

SITXMGT502 Manage projects

Marketing and Public Relations

BSBMKG401B Profile the market

BSBMKG509A Implement and monitor direct marketing activities

SITXMPR401 Coordinate production of brochures and marketing materials

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SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

SITXMPR501 Obtain and manage sponsorship

SITXMPR502 Develop and implement marketing strategies

Planning and Product Development

SITTPPD401 Package tourism products

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

SITTPPD501 Develop host community awareness of tourism

SITTPPD502 Assess tourism opportunities for local communities

SITTPPD503 Research and analyse tourism data

Quality and Innovation

BSBMGT516C Facilitate continuous improvement

Small Business Management

BSBSMB401A Establish legal and risk management requirements of small business

BSBSMB403A Market the small business

BSBSMB404A Undertake small business planning

Tour Operations

SITTTOP401 Allocate tour or activity resources

SITTTOP402 Set up and operate a camp site

SITTTOP403 Operate tours in a remote area

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Operations Manager

BSBRSK501B Manage risk

SITTPPD402 Develop interpretive activities

SITTPPD403 Coordinate and operate sustainable tourism activities

SITTPPD404 Develop in-house recreational activities

SITXHRM401 Roster staff

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SITXHRM501 Recruit, select and induct staff

SITXMGT502 Manage projects

Park Manager

BSBHRM513A Manage workforce planning

BSBRSK501B Manage risk

SITXHRM501 Recruit, select and induct staff

SITXICT401 Build and launch a small business website

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

SITXMPR502 Develop and implement marketing strategies

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SIT60112 Advanced Diploma of Travel and Tourism

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported unit updated. Editorial corrections to the Modification History and Mapping notes. BSBFRA402B Establish a franchise added to the Elective group.
1.1	Editorial correction to modification history. Removed the following units from the electives: • SITTTSL310 Construct normal international airfares • SITTTSL311 Construct promotional international airfares Updates to metadata.
1.0	E Replaces and is equivalent to SIT60107 Advanced Diploma of Tourism. Intent of the qualification remains unchanged. Title of qualification updated to include travel. Significant changes to packaging because this is now a discrete senior management qualification with an entry requirement comprising the operational and management skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales or operational skills plus supervisory and management skills. Entry requirement can be met through workplace experience or through formal study.

Description

This qualification reflects the role of individuals operating at a senior level who use a substantial depth of knowledge of the industry and managerial techniques. They have wide-ranging, specialised managerial skills, operate independently and are responsible for making a range of strategic business decisions.

Job roles

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This qualification provides a pathway to work in any sector of the tourism and travel industry as a senior manager.

Possible job titles include:

- business development manager
- business operations manager
- general manager
- general manger, marketing
- general manager, product development.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that individuals entering this qualification have vocational experience in a coordination or management role in the tourism and travel industry or event sector.

Pathways from the qualification

After achieving this qualification, individuals may engage in learning in higher education qualifications in Tourism, Travel and related areas.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service, operational and management skills. The individual must either:

Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

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Have relevant tourism and travel industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

The unit clusters for different pathways are as follows:

Events pathway

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXEVT301 Access information on event operations

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

Guiding pathway

SITTGDE301 Work as a guide

SITTGDE303 Lead tour groups

SITTGDE304 Prepare and present tour commentaries or activities

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXWHS301 Identify hazards, assess and control safety risks

Inbound tour wholesaling pathway

SITTTSL202 Access and interpret product information

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SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

Retail travel and outbound wholesaling pathway

SITTTSL202 Access and interpret product information

SITTTSL301 Provide advice on international destinations

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL310 Construct normal international airfares

SITTTSL311 Construct promotional international airfares

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

Tourism operations (office-based pathway)

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SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITTTSL308 Use a computerised reservations or operations system

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

Visitor information services pathway

SITTTSL201 Operate an online information system

SITTTSL202 Access and interpret product information

SITTTSL302 Provide advice on Australian destinations

SITTTSL303 Sell tourism products and services

SITTTSL306 Book supplier services

SITTTSL307 Process travel-related documentation

SITXCCS201 Provide visitor information

SITXCCS401 Enhance the customer service experience

SITXCCS501 Manage quality customer service

SITXCOM201 Show social and cultural sensitivity

SITXFIN501 Prepare and monitor budgets

SITXHRM402 Lead and manage people

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with personnel at all levels about sales, operational and service issues, workplace practices, policies and procedures; communicating strategic business goals to supervisors and

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	managers; discussing supply options and negotiating purchases with suppliers; writing comprehensive yet easily accessible plans, policies, procedures and reports.
Initiative and enterprise	Researching and critically analysing current and emerging travel or tourism industry practices, market and product trends; generating and testing ideas for new or improved products and services; initiating the development of new products and services; engaging and persuading personnel at all levels to generate innovative ideas for new or improved products and service delivery.
Learning	Developing and maintaining knowledge required to strategically manage the business, proactively maintaining and updating knowledge of travel or tourism industry practices, trends, products, services and suppliers; seeking travel or tourism industry professional development opportunities for self and others; developing training strategies for the organisation.
Planning and organising	Developing overall business plans for sustainable and profitable operation; developing new products, forecasting and managing resource requirements; developing and evaluating strategic plans, policies, procedures and business practices for legal compliance and effective delivery of travel or tourism products and services; developing and leading continuous improvement processes for operational and service efficiency.
Problem-solving	Developing and implementing a range of strategies to address business management problems; analysing systematic operational or service failures, working with supervisors and managers to develop practical solutions and developing continuous improvement processes for sales, operational and service efficiency; analysing and evaluating the effectiveness of strategic solutions to business management problems.
Self-management	Having a comprehensive knowledge of the objectives and content of laws that specifically relate to the travel or tourism industry and developing business compliance practices; operating with significant autonomy, reviewing and reflecting on own work performance; taking responsibility for the strategic management of travel or tourism business practices across a range of activities including business planning, asset management, finances, marketing, human resources, customer service and workplace health and safety.
Teamwork	Fostering workplace diversity; establishing work team goals and teamwork strategies; developing training strategies for effective teamwork throughout the business; involving personnel at all levels in the planning of business practices, policies and procedures; motivating and leading management teams.

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Technology	Selecting and using technologies used in the travel or tourism industry to support strategic management functions; researching new and emerging technologies required to manage the sales, operational and service activities of the travel or tourism business; developing skill development strategies required for implementing new business technologies.

Packaging Rules

12 units must be completed:

- 7 core units
- 5 elective units, consisting of:
  - 3 units from the list below
  - 2 units from the list below, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBFIM601A Manage finances

BSBMGT617A Develop and implement a business plan

BSBRSK501B Manage risk

SITTPPD601 Develop tourism products

SITXGLC501 Research and comply with regulatory requirements

SITXMPR502 Develop and implement marketing strategies

SITXWHS601 Establish and maintain a work health and safety system

Elective units

Administration

BSBADM502B Manage meetings

BSBWRT401A Write complex documents

SITXADM501 Prepare and present proposals

E-Business

BSBEBU501A Investigate and design ebusiness solutions

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BSBEBU502A Implement ebusiness solution

BSBMKG510B Plan e-marketing communications

Environmental Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Finance

SITXFIN601 Manage physical assets

SITXFIN602 Manage revenue

Franchising

BSBFRA402B Establish a franchise

BSBFRA502B Manage a franchise operation

Human Resource Management

BSBDIV501A Manage diversity in the workplace

BSBHRM513A Manage workforce planning

BSBHRM604A Manage employee relations

SITXHRM501 Recruit, select and induct staff

TAEDEL404A Mentor in the workplace

Management and Leadership

BSBMGT515A Manage operational plan

BSBOHS606B Develop and implement crisis management processes

SITXCRI601 Manage a business continuity crisis

SITXMGT502 Manage projects

Marketing and Public Relations

BSBMKG605B Evaluate international marketing opportunities

BSBMKG606B Manage international marketing programs

BSBMKG607B Manage market research

CULREL501A Develop and maintain community and stakeholder relationships

CUVPUB501A Develop and manage public relations strategies

SITXMPR501 Obtain and manage sponsorship

Planning and Product Development

SITTPPD501 Develop host community awareness of tourism

SITTPPD502 Assess tourism opportunities for local communities

SITTPPD503 Research and analyse tourism data

SITTPPD602 Develop environmentally sustainable tourism operations

SITTPPD603 Develop culturally appropriate tourism operations

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SITTPPD604 Develop and implement local or regional tourism plan

Quality and Innovation

BSBCRT501A Originate and develop concepts

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBINN601B Manage organisational change

BSBMGT608C Manage innovation and continuous improvement

Tourism Sales and Office Operations

SITTTSL309 Source airfares for domestic flights

SITTTSL312 Construct advanced international airfares ^

SITTTSL313 Administer billing and settlement plan

SITTTSL401 Maintain a product inventory

^ Prerequisite is SITTTSL310 Construct normal international airfares

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Director and owner – tour operator with responsibility for operations

SITTPPD602 Develop environmentally sustainable tourism operations

SITTPPD603 Develop culturally appropriate tourism operations

SITXCRI601 Manage a business continuity crisis

SITXFIN601 Manage physical assets

SITXMGT502 Manage projects

Senior manager, general manager, strategic manager, business development manager for tour wholesaler, tour operator or multi-branch retailer with responsibility for marketing

BSBEBU501A Investigate and design e business solutions

BSBMGT608C Manage innovation and continuous improvement

BSBMKG510B Plan e-marketing communications

BSBMKG605B Evaluate international marketing opportunities

SITXMGT502 Manage projects

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SIT60212 Advanced Diploma of Events

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.2	Imported unit updated.
1.1	Updates to metadata.
1.0	E Replaces and is equivalent to SIT60207 Advanced Diploma of Events. Intent of the qualification remains unchanged. Total number of units retained. Number of core and elective units retained. Some units removed from core as they did not apply to all job roles. They are now in elective list. Entry requirement removed. New policy prohibits a requirement for a whole qualification. In lieu of an entry requirement: Some of the core units within the Diploma are repeated in the Advanced Diploma core. Some of the units in the core of Advanced Diploma subsume the skills and knowledge of core Diploma units e.g. SITXWHS601 Establish and maintain a work health and safety system overtakes SITXWHS301 Identify hazards, assess and control safety risks.

Description

This qualification reflects the role of individuals operating at a senior level who use substantial knowledge of event management processes and a wide range of specialised managerial skills to conceive, plan and stage events. They operate with significant autonomy and are responsible for making a range of strategic business and event management decisions.

Job roles

Events are diverse in nature and this qualification provides a pathway to work for event management organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

These may be event management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

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Possible job titles include:

- conference manager
- event manager
- functions manager
- exhibitions manager
- in-house meetings manager
- meetings manager
- project manager
- venue manager.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Pathways into the qualification

It is strongly recommended that those entering this qualification possess a Diploma qualification or vocational experience at a coordination or management level in events, or in fields such as business, creative industries, hospitality, sport, tourism or travel. However this is not mandatory.

Pathways from the qualification

After achieving SIT60212 Advanced Diploma of Events, individuals could further their vocational or higher education through advanced diploma or degree programs in business management, creative industries, events, hospitality, sport, tourism or travel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with personnel at all levels about operational and service issues, event management practices, policies and procedures;

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	communicating strategic business and event management goals to supervisors and managers; discussing supply options and negotiating purchases with suppliers, staging contractors or venues ; writing comprehensive yet easily accessible plans, policies, procedures and reports for event management.
Initiative and enterprise	Researching and critically analysing current and emerging events industry practices, market and product trends; generating and testing ideas for new or improved event products and services; initiating the development of new products and services; engaging and persuading personnel at all levels to generate innovative ideas for new or improved event products and service delivery.
Learning	Developing and maintaining knowledge required to strategically manage the business and the operation of events, proactively maintaining and updating knowledge of events industry practices, trends, products, services and suppliers; seeking events industry professional development opportunities for self and others; developing training strategies for the organisation.
Planning and organising	Developing overall business plans for sustainable and profitable event management services; developing new event products and services, forecasting and managing resource requirements for planning and staging events; developing and evaluating strategic plans, policies, procedures and business practices for the effective planning and staging of events; developing and leading continuous improvement processes for operational and service efficiency.
Problem-solving	Developing and implementing a range of strategies to address event management problems; analysing systematic operational or service failures, working with supervisors and managers to develop practical solutions and developing continuous improvement processes for planning and staging events; analysing and evaluating the effectiveness of strategic solutions to event management problems.
Self-management	Having a comprehensive knowledge of the objectives and content of laws that specifically relate to the events industry and the operation of events; developing business and events compliance practices; operating with significant autonomy, reviewing and reflecting on own work performance; taking responsibility for the strategic management of events and a range of business activities including business planning, finances, marketing, human resources, customer service and work health and safety.
Teamwork	Fostering workplace diversity; establishing work team goals and teamwork strategies; developing training strategies for effective event management teamwork; involving personnel at all levels in the planning of event management practices, policies and procedures;

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	motivating and leading management teams.
Technology	Selecting and using technologies used in the events industry to support strategic event management functions; researching new and emerging technologies required to manage the operational, sales and service activities of the events business; developing skill development strategies required for implementing new business technologies.

Packaging Rules

24 units must be completed:

- 16 core units
- 8 elective units, consisting of:
  - 4 from the list below
  - 4 from the list below, elsewhere in this SIT12 Training Package, any other Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBADM502B Manage meetings

BSBMGT608C Manage innovation and continuous improvement

BSBRSK501B Manage risk

BSBSUS501A Develop workplace policy and procedures for sustainability

SITXCCS501 Manage quality customer service

SITXEVT503 Manage event staging components

SITXEVT601 Research event trends and practice

SITXEVT602 Develop event concepts

SITXEVT603 Determine event feasibility

SITXEVT604 Develop and implement event management plans

SITXFIN501 Prepare and monitor budgets

SITXGLC501 Research and comply with regulatory requirements

SITXHRM402 Lead and manage people

SITXMGT501 Establish and conduct business relationships

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SITXMPR502 Develop and implement marketing strategies

SITXWHS601 Establish and maintain a work health and safety system

Elective units

Administration

BSBWRT401A Write complex documents

SITXADM501 Prepare and present proposals

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

SITXCOM401 Manage conflict

Computer Operations and ICT Management

BSBITU402A Develop and use complex spreadsheets

Creative and Technical Production

CUEEVT03B Integrate knowledge of creative and technical production into management processes

CUEPMT11B Manage the production process

CUESMT05C Stage manage the production / event

CUESMT10B Organise and facilitate rehearsals

CUESMT11B Create, update and use production reference documents

CUETEM07B Tour the production

CUFPPM408A Compile production schedules

CUSMKG501A Manage the promotion of creative acts

Crisis Management

SITXCRI601 Manage a business continuity crisis

E-Business

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solutions

Exhibitions

CULEVP501A Coordinate the installation and dismantling of exhibitions

CULEVP504A Develop exhibition concepts

CULMS008B Conceive, develop and realise exhibition designs

Events

SITXEVT501 Develop conference programs

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SITXEVT502 Select event venues and sites

SITXEVT504 Organise event infrastructure

SITXEVT505 Manage on-site event operations

SITXEVT605 Develop event transport plans

SITXEVT606 Develop crowd management plans

SITXEVT607 Develop multi-venue event plans

SITXEVT608 Plan and allocate exhibition space

SITXEVT609 Recruit and manage exhibitors

Finance

BSBFIM601A Manage finances

CUSFIM501A Secure funding for projects

SITXFIN601 Manage physical assets

SITXFIN602 Manage revenue

Human Resource Management

BSBDIV501A Manage diversity in the workplace

BSBHRM513A Manage workforce planning

BSBHRM604A Manage employee relations

SITXHRM501 Recruit, select and induct staff

SITXHRM502 Manage volunteers

SITXHRM503 Monitor staff performance

Languages other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Management and Leadership

BSBIPR501A Manage intellectual property to protect and grow business

BSBMGT515A Manage operational plan

BSBMGT617A Develop and implement a business plan

Marketing and Public Relations

BSBMKG509A Implement and monitor direct marketing activities

BSBMKG605B Evaluate international marketing opportunities

BSBMKG606B Manage international marketing programs

BSBMKG607B Manage market research

CUVPUB501A Develop and manage public relations strategies

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SITXMPR501 Obtain and manage sponsorship

Planning and Product Development

SITTPPD502 Assess tourism opportunities for local communities

SITTPPD503 Research and analyse tourism data

SITTPPD601 Develop tourism products

SITTPPD602 Develop environmentally sustainable tourism operations

SITTPPD603 Develop culturally appropriate tourism operations

Quality and Innovation

BSBINN601B Manage organisational change

Venue and Facility Operations

CPPDSM5021A Implement asset maintenance strategy

CPPDSM5022A Implement asset management plan

CPPDSM5023A Implement facilities management plan

CPPDSM5027A Provide facilities and amenities for property users

CUEFOH06C Manage venue services

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Event manager - special events

BSBCMM401A Make a presentation

BSBMGT617A Develop and implement a business plan

BSBMKG607B Manage market research

CUVPUB501A Develop and manage public relations strategies

SITXADM501 Prepare and present proposals

SITXEVT603 Develop event transport plans

SITXEVT605 Develop multi-venue event plans

SITXMPR501 Obtain and manage sponsorship

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SIT60313 Advanced Diploma of Hospitality

Modification History

The version details of this endorsed qualification are in the table below. The latest information is at the top.

Version	Comments
1.0	Replaces and is equivalent to SIT60312 Advanced Diploma of Hospitality. Intent of the qualification remains unchanged. SITHIND101 Use hygienic practices for hospitality service added to Group A Elective group. SITXFSA101 Use hygienic practices for food safety moved to Group A Elective group. Core units reduced from 17 to 16 units. Elective units increased from 16 to 17 units.

Description

This qualification reflects the role of individuals operating at a senior level who use substantial industry knowledge and wide-ranging, specialised managerial skills. They operate independently, take responsibility for others and make a range of strategic business decisions.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

This qualification provides a pathway to work in any sector of the hospitality industry as a senior manager in large organisation or small business owner or manager.

Possible job titles include:

- area manager or operations manager
- cafe owner or manager
- club secretary or manager
- executive chef
- executive housekeeper
- executive sous chef
- food and beverage manager
- head chef

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- motel owner or manager
- rooms division manager.

Pathways Information

Pathways into the qualification

It is strongly recommended that individuals undertake lower level qualifications, or gain industry experience prior to entering SIT60313 Advanced Diploma of Hospitality. However this is not mandatory.

Pathways from the qualification

After achieving SIT60313 Advanced Diploma of Hospitality, individuals could progress to higher education qualifications in management.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

Employability Skill	**Industry/enterprise requirements for this qualification include:**
Communication	Consulting with personnel at all levels about operational and service issues, workplace practices, policies and procedures; communicating strategic business goals to supervisors and managers; discussing supply options and negotiating purchases with suppliers; writing comprehensive yet easily accessible plans, policies, procedures and reports.
Initiative and enterprise	Researching and critically analysing current and emerging hospitality industry practices, market and product trends; generating and testing ideas for new or improved products and services; initiating the development of new products and services; engaging and persuading personnel at all levels to generate innovative ideas for new or improved products and service delivery.
Learning	Developing and maintaining knowledge required to strategically manage the business, proactively maintaining and updating knowledge of hospitality industry practices, trends, products, services

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	and suppliers; seeking hospitality industry professional development opportunities for self and others; developing training strategies for the organisation.
Planning and organising	Developing overall business plans for sustainable and profitable operation; developing new products, forecasting and managing resource requirements; developing and evaluating strategic plans, policies, procedures and business practices for legal compliance and effective delivery of hospitality products and services; developing and leading continuous improvement processes for operational and service efficiency.
Problem-solving	Developing and implementing a range of strategies to address business management problems; analysing systematic operational or service failures, working with supervisors and managers to develop practical solutions and developing continuous improvement processes for operational and service efficiency; analysing and evaluating the effectiveness of strategic solutions to business management problems.
Self-management	Having a comprehensive knowledge of the objectives and content of laws that specifically relate to the hospitality industry and developing business compliance practices; operating with significant autonomy, reviewing and reflecting on own work performance; taking responsibility for the strategic management of hospitality business practices across a range of activities including business planning, asset management, finances, marketing, human resources, customer service and workplace health and safety.
Teamwork	Fostering workplace diversity; establishing work team goals and teamwork strategies; developing training strategies for effective teamwork throughout the business; involving personnel at all levels in the planning of business practices, policies and procedures; motivating and leading management teams.
Technology	Selecting and using technologies used in the hospitality industry to support strategic management functions; researching new and emerging technologies required to manage the operational, sales and service activities of the hospitality business; developing skill development strategies required for implementing new business technologies.

Packaging Rules

33 units must be completed:

- 16 core units
- 17 elective units, consisting of:

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- 1 unit from Group A
- 1 unit from Group B
- 9 units from Group C
- 6 units from Group C, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBDIV501A Manage diversity in the workplace

BSBFIM601A Manage finances

BSBMGT515A Manage operational plan

BSBMGT617A Develop and implement a business plan

SITXCCS501 Manage quality customer service

SITXFIN402 Manage finances within a budget

SITXFIN501 Prepare and monitor budgets

SITXFIN601 Manage physical assets

SITXGLC501 Research and comply with regulatory requirements

SITXHRM402 Lead and manage people

SITXHRM501 Recruit, select and induct staff

SITXHRM503 Monitor staff performance

SITXMGT401 Monitor work operations

SITXMGT501 Establish and conduct business relationships

SITXMPR502 Develop and implement marketing strategies

SITXWHS601 Establish and maintain a work health and safety system

Elective units

Group A

SITHIND101 Use hygienic practices for hospitality service

SITXFSA101 Use hygienic practices for food safety

Group B

SITHCCC309 Work effectively as a cook *

SITHIND301 Work effectively in hospitality service

SITHKOP403 Coordinate cooking operations *

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**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Group C

Accommodation Services

CPPCLO2001A Maintain hard floor surfaces

CPPCLO2004A Maintain carpeted floors

CPPCLO2009A Clean glass surfaces

CPPCLO2010A Clean ceiling surfaces and fittings

CPPCLO2017A Clean wet areas

CPPCLO2019A Sort and remove waste and recyclable materials

CPPCLO2035A Maintain cleaning storage areas

CPPCLO3013A Clean window coverings

CPPCLO3016A Wash furniture and fittings

SITHACS101 Clean premises and equipment

SITHACS201 Provide housekeeping services to guests

SITHACS202 Prepare rooms for guests

SITHACS203 Launder linen and guest clothes

SITHACS204 Provide porter services

SITHACS301 Provide valet service

SITHACS302 Conduct night audit

SITHACS303 Provide accommodation reception services

Administration

BSBADM502B Manage meetings

BSBRES401A Analyse and present research information

BSBWRT401A Write complex documents

SITXADM501 Prepare and present proposals

Asian Cookery

SITHASC201 Produce dishes using basic methods of Asian cookery *

SITHASC202 Produce Asian appetisers and snacks *

SITHASC203 Produce Asian stocks and soups *

SITHASC204 Produce Asian sauces, dips and accompaniments *

SITHASC205 Produce Asian salads *

SITHASC206 Produce Asian rice and noodles *

SITHASC207 Produce curry pastes and powders *

SITHASC301 Produce Asian cooked dishes *

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SITHASC302 Produce Asian desserts *

SITHASC303 Produce Japanese cooked dishes *

SITHASC304 Produce sashimi *

SITHASC305 Produce sushi *

SITHASC306 Produce Japanese desserts *

SITHASC307 Produce dim sum *

SITHASC308 Produce Chinese roast meat and poultry dishes *

SITHASC309 Produce tandoori dishes *

SITHASC310 Produce Indian breads *

SITHASC311 Produce Indian sweetmeats *

SITHASC312 Produce Indian pickles and chutneys *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Client and Customer Service

SITXCCS301 Provide lost and found services

SITXCCS302 Provide club reception services

Commercial Cookery and Catering

SITHCCC103 Prepare sandwiches *

SITHCCC104 Package prepared foodstuffs *

SITHCCC201 Produce dishes using basic methods of cookery *

SITHCCC202 Produce appetisers and salads *

SITHCCC203 Produce stocks, sauces and soups *

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes *

SITHCCC205 Produce cook-chill and cook freeze foods *

SITHCCC206 Rethermalise chilled and frozen foods *

SITHCCC301 Produce poultry dishes *

SITHCCC302 Produce seafood dishes *

SITHCCC303 Produce meat dishes *

SITHCCC304 Produce and serve food for buffets *

SITHCCC305 Produce pates and terrines *

SITHCCC306 Handle and serve cheese *

SITHCCC307 Prepare food to meet special dietary requirements *

SITHCCC308 Produce cakes, pastries and breads *

SITHCCC309 Work effectively as a cook *

SITHCCC401 Produce specialised food items *

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SITHCCC402 Prepare portion-controlled meat cuts *

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Communication and Teamwork

BSBCMM401A Make a presentation

SITXCOM301 Address protocol requirements

SITXCOM401 Manage conflict

Computer Operations and ICT Management

BSBITA401A Design databases

BSBITU201A Produce simple word processed documents

BSBITU203A Communicate electronically

BSBITU301A Create and use databases

BSBITU302B Create electronic presentations

BSBITU306A Design and produce business documents

BSBITU309A Produce desktop published documents

BSBITU402A Develop and use complex spreadsheets

BSBWOR204A Use business technology

Crisis Management

SITXCRI601 Manage a business continuity crisis

Environmental Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

MSS405070A Develop and manage sustainable energy practices

Events

SITXEVT401 Plan in-house events or functions

SITXEVT503 Manage event staging components

SITXEVT505 Manage on-site event operations

SITXEVT601 Research event trends and practice

SITXEVT603 Determine event feasibility

Finance

BSBFIA301A Maintain financial records

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA304A Maintain a general ledger

BSBFIA401A Prepare financial reports

BSBFIM502A Manage payroll

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SITXFIN401 Interpret financial information

SITXFIN602 Manage revenue

First Aid

HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

Food and Beverage

SITHFAB201 Provide responsible service of alcohol

SITHFAB202 Operate a bar *^

SITHFAB203 Prepare and serve non-alcoholic beverages *

SITHFAB204 Prepare and serve espresso coffee *

SITHFAB205 Provide room service *

SITHFAB301 Operate and monitor cellar systems

SITHFAB302 Conduct a product tasting for alcoholic beverages ^

SITHFAB303 Prepare and serve cocktails *^

SITHFAB304 Provide advice on beers, spirits and liqueurs ^

SITHFAB305 Provide advice on Australian wines ^

SITHFAB306 Provide advice on imported wines ^

SITHFAB307 Provide table service of food and beverage *^

SITHFAB308 Provide silver service *

SITHFAB309 Provide advice on food

SITHFAB310 Provide advice on food and beverage matching ^

SITHFAB311 Provide gueridon service *

SITHFAB401 Plan and monitor espresso coffee service

SITHFAB501 Manage the sale or service of wine ~

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

^Prerequisite is SITHFAB201 Provide responsible service of alcohol

~Prerequisites are SITHFAB305 Provide advice on Australian wines and SITHFAB306 provide advice on imported wines

Food Safety

SITXFSA101 Use hygienic practices for food safety

SITXFSA201 Participate in safe food handling practices

SITXFSA202 Transport and store food

SITXFSA401 Develop and implement a food safety program

Franchising

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BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

BSBFRA402B Establish a franchise

BSBFRA403B Manage relationship with franchisor

BSBFRA502B Manage a franchise operation

Gaming

SITHGAM201 Provide responsible gambling services

SITHGAM202 Attend gaming machines ›

SITHGAM203 Operate a TAB outlet ›

SITHGAM204 Conduct Keno games ›

SITHGAM301 Analyse and report on gaming machine data ›

SITHGAM302 Operate table games ›

SITHGAM303 Deal Baccarat games ›

SITHGAM304 Conduct Big Wheel games ›

SITHGAM305 Deal Blackjack games ›

SITHGAM306 Deal Poker games ›

SITHGAM307 Deal Pontoon games ›

SITHGAM308 Conduct Rapid Roulette games ›

SITHGAM309 Conduct Roulette games ›

SITHGAM310 Conduct Sic Bo games ›

SITHGAM501 Manage gaming activities ›

›Prerequisite is SITHGAM201 Provide responsible gambling services

Human Resource Management

BSBHRM604A Manage employee relations

SITXHRM401 Roster staff

SITXHRM502 Manage volunteers

TAEDEL404A Mentor in the workplace

Inventory

SITXINV401 Control stock

SITXINV601 Establish stock purchasing and control systems

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Kitchen Operations

SITHKOP401 Plan and display buffets *

SITHKOP402 Develop menus for special dietary requirements

SITHKOP403 Coordinate cooking operations *

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SITHKOP404 Plan catering for events or functions

SITHKOP501 Design and cost menus

SITHKOP502 Select catering systems

**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Languages other than English

SITXLAN31__ Conduct oral communication in a language other than English

SITXLAN32__ Conduct complex oral communication in a language other than English

SITXLAN33__ Read and write information in a language other than English

SITXLAN34__ Read and write documents in a language other than English

Merchandising

SIRXMER201 Merchandise products

Management and Leadership

BSBRSK501B Manage risk

SITXMGT502 Manage projects

Marketing and Public Relations

BSBMKG401B Profile the market

PUAPOLGD015A Employ media strategies

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR402 Create a promotional display or stand

SITXMPR403 Plan and implement sales activities

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

SITXMPR501 Obtain and manage sponsorship

Patisserie

SITHPAT301 Produce cakes *

SITHPAT302 Produce gateaux, torten and cakes *

SITHPAT303 Produce pastries *

SITHPAT304 Produce yeast based bakery products *

SITHPAT305 Produce petits fours *

SITHPAT306 Produce desserts *

SITHPAT401 Prepare and model marzipan *

SITHPAT402 Produce chocolate confectionery *

SITHPAT403 Model sugar based decorations *

SITHPAT404 Design and produce sweet buffet showpieces *

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**Prerequisite is SITXFSA101 Use hygienic practices for food safety*

Planning and Product Development

SITTPPD501 Develop host community awareness of tourism

SITTPPD503 Research and analyse tourism data

SITTPPD601 Develop tourism products

SITTPPD602 Develop environmentally sustainable tourism operations

SITTPPD603 Develop culturally appropriate tourism operations

Quality and Innovation

BSBCRT301A Develop and extend critical and creative thinking skills

BSBCRT501A Originate and develop concepts

BSBINN201A Contribute to workplace innovation

BSBINN301A Promote innovation in a team environment

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

Risk Management and Security

CPPSEC2012A Monitor and control individual and crowd behaviour

CPPSEC3017A Plan and conduct evacuation of premises

CPPSEC3018A Provide for the safety of persons at risk

SIRXRSK201 Minimise loss

Sales

SIRXSLS201 Sell products and services

SIRXSLS002A Advise on products and services

Tourism Sales and Operations

SITTTSL202 Access and interpret product information

SITTTSL303 Sell tourism products and services

SITTTSL304 Prepare quotations

SITTTSL305 Process reservations

SITTTSL306 Book supplier services

SITTTSL307 Process travel related documentation

SITTTSL308 Use a computerised reservations or operations system

SITTTSL401 Maintain a product inventory

Work Health and Safety

SITXWHS301 Identify hazards, assess and control safety risks

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Working in Industry

SITHIND101 Use hygienic practices for hospitality service

SITHIND201 Source and use information on the hospitality industry

SITHIND301 Work effectively in hospitality service

Examples of elective units relevant to specific job outcomes and contexts at this level are as follows:

Area manager or operations manager for a large catering company

BSBHRM606A Manage employee relations

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

BSBMGT516C Facilitate continuous improvement

BSBRSK501B Manage risk

BSBSUS501A Develop workplace policy and procedures for sustainability

BSBWRT401A Write complex documents

SITXFSA101 Use hygienic practices for food safety

SITHKOP402 Develop menus for special dietary requirements

SITHKOP501 Design and cost menus

SITHKOP502 Select catering systems

SITXADM501 Prepare and present proposals

SITXEVT601 Research event industry trends and practice

SITXEVT602 Determine event feasibility

SITXFSA401 Develop and implement a food safety program

SITXINV601 Establish stock purchasing and control systems

SITXMGT502 Manage projects

Club secretary or manager

BSBCMM401A Make a presentation

BSBHRM606A Manage employee relations

BSBITU201A Produce simple word processed documents

BSBRSK501B Manage risk

BSBWOR204A Use business technology

SITHFAB201 Provide responsible service of alcohol

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SITHFAB202 Operate a bar
SITHGAM201 Provide responsible gambling services
SITHGAM202 Attend gaming machines
SITHGAM203 Operate a TAB outlet
SITHGAM204 Conduct Keno games
SITHGAM301 Analyse and report on gaming machine data
SITHGAM501 Manage gaming activities
SITHIND301 Work effectively in hospitality service
SITXCCS302 Provide club reception services
SITXFSA101 Use hygienic practices for food safety
SITXINV601 Establish stock purchasing and control systems

Executive chef

BSBCRT501A Originate and develop concepts
BSBINN502A Build and sustain an innovative work environment
BSBSUS501A Develop workplace policy and procedures for sustainability
SITHCCC307 Prepare food to meet special dietary requirements
SITHCCC309 Work effectively as a cook
SITHFAB305 Provide advice on Australian wines
SITHFAB309 Provide advice on food
SITHFAB310 Provide advice on food and beverage matching
SITHFAB501 Manage the sale or service of wine
SITHKOP401 Plan and display buffets
SITHKOP402 Develop menus for special dietary requirements
SITHKOP404 Plan catering for events or functions
SITHKOP501 Design and cost menus
SITHKOP502 Select catering systems
SITXFSA101 Use hygienic practices for food safety
SITXFSA401 Develop and implement a food safety program
SITXINV601 Establish stock purchasing and control systems

Food and beverage manager in a hotel

BSBINN502A Build and sustain an innovative work environment
BSBMGT516C Facilitate continuous improvement

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BSBSUS501A Develop workplace policy and procedures for sustainability
SITHFAB201 Provide responsible service of alcohol
SITHFAB202 Operate a bar
SITHFAB204 Prepare and serve espresso coffee
SITHFAB303 Prepare and serve cocktails
SITHFAB304 Provide advice on beers, spirits and liqueurs
SITHFAB305 Provide advice on Australian wines
SITHFAB306 Provide advice on imported wines
SITHFAB308 Provide silver service
SITHFAB309 Provide advice on food
SITHFAB310 Provide advice on food and beverage matching
SITHFAB501 Manage the sale or service of wine
SITXEVT401 Plan in-house events or functions
SITXFSA101 Use hygienic practices for food safety
SITXINV601 Establish stock purchasing and control systems

Owner of a cafe or small restaurant
BSBCRT501A Originate and develop concepts
BSBRSK501B Manage risk
BSBWRT401A Write complex documents
SITHFAB201 Provide responsible service of alcohol
SITHFAB202 Operate a bar
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB204 Prepare and serve espresso coffee
SITHFAB305 Provide advice on Australian wines
SITHFAB309 Provide advice on food
SITHFAB310 Provide advice on food and beverage matching
SITHFAB401 Plan and monitor espresso coffee service
SITHFAB501 Manage the sale or service of wine
SITHIND301 Work effectively in hospitality service
SITXFSA101 Use hygienic practices for food safety
SITXFSA401 Develop and implement a food safety program
SITXINV601 Establish stock purchasing and control systems
SITXMPR401 Coordinate production of brochures and marketing materials

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Motel manager

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solution

BSBFIA301A Maintain financial records

BSBHRM606A Manage employee relations

BSBRSK501B Manage risk

BSBWRT401A Write complex documents

SITHACS202 Prepare rooms for guests

SITHACS303 Provide accommodation reception services

SITHIND101 Use hygienic practices for hospitality service

SITHIND301 Work effectively in hospitality service

SITTTSL305 Process reservations

SITTTSL308 Use a computerised reservations or operations system

SITXCCS201 Provide visitor information

SITXICT401 Build and launch a small business website

SITXMPR401 Coordinate production of brochures and marketing materials

SITXMPR404 Coordinate marketing activities

SITXMPR405 Participate in cooperative online marketing initiatives

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SITSS00008 Business Management

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBWRT401	Write complex documents
	SITXCCS501	Manage quality customer service
	SITXCOM401	Manage conflict
	SITXFIN402	Manage finances within a budget
	SITXFIN501	Prepare and monitor budgets

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	SITXHRM402	Lead and manage people
	SITXMGT401	Monitor work operations
	SITXMGT501	Establish and conduct business relationships
	SITXWHS401	Implement and monitor work health and safety practices

Target Group

Tourism, travel and hospitality personnel who have achieved frontline operational skills and now require business management skills.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of business management skills to work in any industry sector.

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SITSS00009 Customer Service

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Certificate III qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXCCS303	Provide service to customers
	SITXCOM201	Show social and cultural sensitivity

Target Group

Tourism, travel and hospitality industry frontline service personnel who deal directly with customers on a daily basis.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to communicate effectively with and provide quality service to both internal and external customers.

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SITSS00010 Customer Service Management

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXCCS401	Enhance the customer service experience
	SITXCCS501	Manage quality customer service
	SITXCOM401	Manage conflict

Target Group

Tourism, travel and hospitality industry personnel who have achieved frontline customer service skills and now require customer service management skills.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to manage the delivery of professional customer service in any industry sector.

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SITSS00024 Responsible Service of Alcohol

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
2.0	Editorial corrections.
1.0	Unit in this skill set recoded.

Description

Not applicable.

Pathways Information

Achievement of this unit provides credit towards a number of hospitality qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB201	Provide responsible service of alcohol

Target Group

Personnel involved in the sale, service and promotional service of alcohol in licensed premises. It also applies to security staff who monitor patron behaviour and to the licensee who is ultimately responsible for RSA management.

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Suggested words for Statement of Attainment

This unit of competency from the SIT12 Tourism, Travel and Hospitality Training Package provides the skills and knowledge for individuals to responsibly sell or serve alcohol. It meets the prescribed certification requirements, under each Australian State and Territory liquor licensing law, for those involved in the sale or service of alcohol.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00030 Essential Business Skills for a Franchisee

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.2	New skill set.

Description

Pathways Information

Achievement of these units provides credit towards a number of qualifications from the BSB07 Business Services Training Package and the SIT12 Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBFRA402B	Establish a franchise
	SITXFIN501	Prepare and monitor budgets
	SITXFIN602	Manage revenue
	SITXHRM503	Monitor staff performance
	SITXWHS601	Establish and maintain a work health and safety system

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Target Group

Business managers and operational managers in the tourism, travel and hospitality industries responsible for the management and operation of a franchise business.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package and BSB07 Business Services Training Package provide a set of skills to manage franchise operations.

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SITSS00021 Mentoring and Supervision

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Certificate IV and Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXCOM401	Manage conflict
	SITXHRM301	Coach others in job skills
	SITXHRM402	Lead and manage people
	SITXMGT401	Monitor work operations

Target Group

Tourism, travel and hospitality personnel who have achieved frontline operational skills and now require mentoring and supervisory skills.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training provide a set of mentoring and supervisory skills to work in any industry sector.

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SITSS00022 Product Development for International Markets

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Advanced Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBMKG605B	Evaluate international marketing opportunities
	SITTPPD503	Research and analyse tourism data
	SITTPPD601	Develop tourism products

Target Group

Senior tourism, travel and hospitality industry personnel working in strategic planning and product development roles for international markets.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to develop products tailored to international visitor markets.

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SITSS00023 Product Sales for International Markets

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and events Certificate IV and Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITTPPD401	Package tourism products
	SITTTSL303	Sell tourism products and services

Target Group

Senior operational personnel working for tour wholesalers, tour operators and event management organisations who package and sell products to meet the preferences of international markets.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to package and sell products tailored to international visitor markets.

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SITSS00025 Service for International Visitors

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.1	Updates to metadata.
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of tourism, travel and hospitality Certificate III qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXCOM201	Show social and cultural sensitivity
	SITXCCS303	Provide service to customers
	SITXLAN21__	Conduct basic oral communication in a language other than English

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Target Group

Tourism, travel and hospitality industry frontline service personnel who deal directly with customers from international markets on a daily basis.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to provide quality service tailored to the cultural and language needs of international customers.

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SITSS00028 Sustainable Hospitality and Restaurant Operations

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.2	New skill set.

Description

Pathways Information

Achievement of these units provides credit towards a number of qualifications from the BSB07 Business Services Training Package and a number of qualifications from the SIT12 Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBSUS301A	Implement and monitor environmentally sustainable work practices
	BSBSUS501A	Develop workplace policy and procedures for sustainability

Target Group

Hospitality industry frontline service personnel and managers who operate in, and implement environmentally sustainable work practices.

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Suggested words for Statement of Attainment

These units of competency from the BSB07 Business Services Training Package provide a set of skills to effectively develop and implement sustainable work practices for the hospitality industry.

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SITSS00033 Understanding Basic Financial Concepts

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.2	New skill set.

Description

Pathways Information

Achievement of these units provides credit towards a number of qualifications from the SIT12 Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXFIN401	Interpret financial information
	SITXFIN402	Manage finances within a budget
	SITXFIN501	Prepare and monitor budgets

Target Group

Tourism, travel and hospitality personnel who have a responsibility for financial management within the workplace.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to effectively manage financial operations within an organisation.

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SITSS00006 Airfare Construction

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT30112 Certificate III in Tourism and SIT31312 Certificate III in Travel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITTTSL309	Source airfares for domestic flights
	SITTTSL310	Construct normal international airfares
	SITTTSL311	Construct promotional international airfares
	SITTTSL312	Construct advanced international airfares

Target Group

Specialist staff within travel agencies, tour wholesalers, consolidators and airlines who construct airfares.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to construct airfares.

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SITSS00031 Grounds Keeping and Maintenance

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.2	New skill set.

Description

Pathways Information

Achievement of these units provides credit towards a number of qualifications from the SIT12 Tourism, Travel and Hospitality Training Package, SIF Funeral Services Training Package and MEM05 Metal and Engineering Training Package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXWHS101	Participate in safe work practices
	SITXWHS301	Identify hazards, assess and control safety risks
	SIFCBGM001	Provide general grounds care
	SIFCBGM002	Maintain property and structures
	MEM18002B	Use power tools/hand held operations

Target Group

Grounds keeping staff in hotels and holiday parks and resorts.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package, SIF Funeral Services Training Package and MEM05 Metal and Engineering Training Package provide a set of skills in grounds keeping and maintenance.

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SITSS00020 Licenced Travel Agency

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of this unit provides credit towards SIT30112 Certificate III in Tourism and SIT31312 Certificate III in Travel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITTTSL310	Construct normal international airfares

Target Group

Managers in charge of the day-to-day conduct of a licenced travel agency.

Some tourism and travel businesses must meet the requirements of relevant state or territory business licensing authority to hold a travel agent's licence. In some states and territories the prescribed qualification requirement is linked to the achievement of the unit in this Skill Set.

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Suggested words for Statement of Attainment

This unit of competency from the SIT12 Tourism, Travel and Hospitality Training Package meets the prescribed qualification requirement for managers in charge of the day-to-day conduct of a licenced travel agency in a number of Australian states and territories.

Disclaimer

Advice should be sought from the relevant state or territory business licensing authority on the requirement to complete this unit. Individuals with sufficient industry experience can also meet the requirements to hold a travel agent's licence.

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SITSS00027 Visitor Information Services

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT30112 Certificate III in Tourism.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITTIND201	Source and use information on the tourism and travel industry
	SITTTSL201	Operate an online information system
	SITTTSL202	Access and interpret product information
	SITTTSL302	Provide advice on Australian destinations
	SITXCCS201	Provide visitor information
	SITXCCS303	Provide service to customers

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Target Group

Officers within visitor information centres who provide visitor information on the local area.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to provide visitor information on the local area.

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SITSS00007 Beverage Advice

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	Skill set was previously named Beverage Specialist.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT30712 Certificate III in Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB201	Provide responsible service of alcohol
	SITHFAB304	Provide advice on beers, spirits and liqueurs
	SITHFAB305	Provide advice on Australian wines
	SITHFAB310	Provide advice on food and beverage matching

Target Group

Frontline food and beverage service personnel, working in hospitality, winery, retail and wholesale organisations, who provide specialist customer advice on alcoholic beverages.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist customer advice on a diverse range of Australian and imported alcoholic beverages.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00011 Espresso Machine Operation

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT30712 Certificate III in Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB204	Prepare and serve espresso coffee
	SITXCCS303	Provide service to customers
	SITXFIN201	Process financial transactions
	SITXFSA101	Use hygienic practices for food safety

Target Group

Espresso machine operators who prepare and sell espresso coffee beverages within cafes, restaurants, bars, clubs, function and event venues.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to prepare and sell espresso coffee beverages.

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SITSS00012 Essential Business Skills for a Restaurant Manager

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	Removed SITXMGT002A Develop and implement operational plans and replaced with BSBMGT515A Manage operational plan.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT50312 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	BSBMGT515A	Manage operational plan
	SITHFAB201	Provide responsible service of alcohol
	SITXCCS501	Manage quality customer service
	SITXFSA101	Use hygienic practices for food safety
	SITXHRM402	Lead and manage people
	SITXHRM501	Recruit, select and induct staff
	SITXWHS401	Implement and monitor work health and safety practices

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Target Group

Restaurant managers who have achieved operational and service skills and now require management skills to operate a restaurant.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills for restaurant management and meet the requirements for the Restaurant and Catering Australia Certified Professional Restaurateur Program.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support this skill set must consult the relevant state or territory liquor licensing and food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00015 Food Advice

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT30712 Certificate III in Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB201	Provide responsible service of alcohol
	SITHFAB309	Provide advice on food
	SITHFAB310	Provide advice on food and beverage matching

Target Group

Frontline food and beverage service personnel, in hospitality environments such as fine dining restaurants, who provide specialist customer advice on a diverse range of food items and cuisines.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist customer advice on a diverse range of food items and cuisines.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00016 Food Handling

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of this unit provides credit towards a number of catering, cookery, hospitality and kitchen qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXFSA101	Use hygienic practices for food safety

Target Group

Food handing personnel working in tourism, hospitality and catering organisations with permanent or temporary kitchen premises, smaller food preparation or bar areas.

Suggested words for Statement of Attainment

This unit of competency from the SIT12 Tourism, Travel and Hospitality Training Package provides skills to work hygienically when handling food.

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It meets the prescribed certification requirements, under some Australian State and Territory food safety laws, for individuals to work as food handlers.

Disclaimer

Those developing training to support this skill set must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00017 Food Safety Supervision

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of catering, cookery, hospitality and kitchen Certificate II, III, IV, Diploma and Advanced Diploma qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXFSA101	Use hygienic practices for food safety
	SITXFSA201	Participate in safe food handling procedures

Target Group

Food handing personnel or food safety supervisors working in tourism, hospitality and catering organisations with permanent or temporary kitchen premises, smaller food preparation or bar areas.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to work hygienically when handling food and to ensure the safety of food during its storage, preparation, display, service and disposal.

It meets the prescribed certification requirements, under some Australian State and Territory food safety laws, for individuals to work as food safety supervisors.

Disclaimer

Those developing training to support this skill set must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00018 Hospitality Compliance

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards a number of hospitality qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB201	Provide responsible service of alcohol
	SITHGAM201	Provide responsible gambling services
	SITXFSA101	Use hygienic practices for food safety
	SITXFSA201	Participate in safe food handling practices

Target Group

Frontline hospitality service personnel who jobs involve food handling, the sale and service of alcohol and the provision of gaming services and who must comply with with laws of particular relevance to these job functions.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide frontline service personnel with the skills and knowledge to comply with laws of particular relevance to the hospitality industry.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support this skill set must consult the relevant state or territory liquor licensing and food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00019 Housekeeping

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.2	New skill set.

Description

Pathways Information

Achievement of these units provides credit towards a number of hospitality qualifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHACS101	Clean premises and equipment
	SITHACS201	Provide housekeeping services to guests
	SITHACS202	Prepare rooms for guests
	SITXWHS101	Participate in safe work practices

Target Group

Housekeeping attendants in commercial hospitality accommodation establishments.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills in housekeeping functions.

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SITSS00026 Sommelier

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	All units in this skill set have been recoded.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT50312 Diploma of Hospitality.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITHFAB201	Provide responsible service of alcohol
	SITHFAB304	Provide advice on beers, spirits and liqueurs
	SITHFAB305	Provide advice on Australian wines
	SITHFAB306	Provide advice on imported wines
	SITHFAB310	Provide advice on food and beverage matching
	SITHFAB501	Manage the sale or service of wine
	SITXFIN402	Manage finances within a budget

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Target Group

Sommeliers, working in hospitality organisations, wineries and retail and wholesale liquor businesses, who provide specialist customer advice on alcoholic beverages and coordinate wine sales and service.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist customer advice on a diverse range of Australian and imported alcoholic beverages and to coordinate wine sales and service.

Disclaimer

Some responsible service of alcohol (RSA) legislative requirements and knowledge differ across borders. In some cases, after completion of the RSA unit in one state or territory, secondary state and territory liquor authorities require individuals to complete a bridging course to address these specific differences.

Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

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SITSS00032 Supervision of Apprentices

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
2	Editorial correction to Skill set requirements.
1.2	New skill set.

Description

Not applicable.

Pathways Information

These units provide credit towards TAE40110 Certificate IV in Training and Assessment and a number of hospitality qualifications from the SIT12 Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	TAEASS301B	Contribute to assessment
	TAEDEL404A	Mentor in the workplace
	TAEDEL301A	Provide work skill instruction
	SITHKOP403	Coordinate cooking operations

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Target Group

Trade qualified cooks or chefs who are responsible for the supervision of apprentices in a commercial kitchen and play a role in the assessment process.

Suggested words for Statement of Attainment

These units from the TAE10 Training and Education Training Package and SIT12 Tourism, Travel and Hospitality Training Package meet industry requirements for mentoring Apprentices in a commercial kitchen.

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SITSS00013 Event Coordination

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT50212 Diploma of Events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	SITXEVT302	Process and monitor event registrations
	SITXEVT503	Manage event staging components

Target Group

Individuals working in any industry in administrative roles where event coordination is sometimes required.

Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of fundamental event coordination skills.

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SITSS00014 Event Development

Modification History

The version details of this skill set are in the table below. The latest information is at the top.

Version	Comments
1.0	New skill set.

Description

Not applicable.

Pathways Information

Achievement of these units provides credit towards SIT60212 Advanced Diploma of Events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	Unit Code	Unit Title
	CUSFIM501A	Secure funding for projects
	SITXEVT602	Develop event concepts
	SITXEVT603	Determine event feasibility

Target Group

Event personnel who work on event development and funding including those involved in community and cultural events.

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Suggested words for Statement of Attainment

These units of competency from the SIT12 Tourism, Travel and Hospitality Training Package provide a set of skills required for initial event development.

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SITHACS101 Clean premises and equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS006B Clean premises and equipment. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit applies to people responsible for general cleaning duties in any industry context. They work under supervision and usually as part of a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and set up equipment and materials.	1.1 Select ***equipment*** for cleaning task. 1.2 Check that equipment is clean and in safe working condition prior to use. 1.3 Select and prepare suitable wet and dry ***cleaning agents*** according to manufacturer instructions, ***work health and safety and environmental requirements***. 1.4 Select and use ***protective clothing*** where necessary.
2. Clean wet and dry areas and associated equipment.	2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks. 2.2 Prepare ***wet and dry areas*** to be cleaned and identify ***hazards***. 2.3 Barricade work areas or place warning signs as required reducing risks to others. 2.4 Select and apply correct cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations, safety and organisational procedures. 2.5 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***. 2.6 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses. 2.7 Use equipment correctly and safely. 2.8 Reduce negative environmental impacts through efficient use of energy, water and other resources. 2.9 Safely dispose of all waste and hazardous substances.
3. Maintain and store cleaning equipment and chemicals.	3.1 Clean equipment after use according to organisational requirements and manufacturer instructions. 3.2 Carry out or arrange ***routine maintenance***. 3.3 Identify and report equipment faults. 3.4 Store equipment in designated area in a condition ready for re use. 3.5 Store chemicals according to health and safety requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret product labels and product safety instructions
- numeracy skills to calculate dilution requirements of cleaning products
- planning and organising skills to complete the cleaning process in a logical and efficient way
- problem-solving skills to identify and resolve routine cleaning problems.

Required knowledge

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - wet:
    - toilets
    - basins
    - walls
  - dry:
    - carpet
    - laminate
    - soft furnishings
    - woodwork
- role and use of Material Safety Data Sheets (MSDS)
- safe manual handling techniques:
  - carrying
  - lifting
  - pulling
  - pushing
- safe handling requirements for hazardous cleaning products, including disposal
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff
  - hygiene hazards for cleaning, including potential food contamination and transmission of airborne illnesses
  - cleaning practices that minimise hygiene risks
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
  - typical procedures and standards for presentation of premises.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • select and safely use cleaning agents and equipment on wet and dry areas • complete cleaning tasks to required standards within commercially-realistic timeframes • use hygienic cleaning practices • integrate knowledge of cleaning products, cleaning techniques, waste disposal and ways of • conserving resources in the cleaning process.
Context of and specific resources for assessment	Assessment must ensure use of: • wet and dry areas to be cleaned, that include a range of different hard and soft surfaces • electrical and manual cleaning equipment • cleaning agents for multiple hard and soft surfaces • protective clothing and other safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of cleaning and maintenance activities • inspection of areas cleaned by the individual • oral or written questioning to assess knowledge of cleaning and maintenance procedures, • materials, equipment and hazardous substances and efficient resource use • review of portfolios of evidence and third-party workplace reports of on-the-job performance • by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS202 Prepare rooms for guests.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- electrically operated equipment:
  - polishers
  - scrubbers
  - vacuum cleaners
- garbage receptacles
- manual equipment:
  - brushes
  - buckets
  - dusters
  - mops and cloths.

Cleaning agents may include:

- agents for specialised surfaces:
  - glass
  - wood
- deodorisers
- disinfectants
- spot cleaning agents
- pesticides.

Work health and safety and environmental requirements may include:

- hazardous substances and storage requirements
- MSDS
- safe manual handling techniques.

Protective clothing may include:

- aprons
- breathing apparatus
- gloves
- goggles and masks
- headwear
- jackets
- overalls
- waterproof clothing and footwear.

Wet and dry areas may include:

- balconies
- bathrooms
- bedrooms

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- function rooms
- kitchens
- private lounge areas
- public areas
- storage areas.

Hazards may include:

- breakages
- heated utensils and surfaces
- human material or waste
- sharp items:
  - knives
  - needles and syringes
- surgical dressings
- wet or slippery surfaces.

Unhygienic personal contact may include:

- transferring micro-organisms by:
  - blowing nose
  - coughing
  - drinking
  - eating
  - scratching skin and hair
  - sneezing
  - spitting
  - touching wounds
- transmitting tobacco products by smoking.

Food contact surfaces may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- glassware
- pots and pans
- sinks
- workbenches.

Unhygienic cleaning practices may include:

- cleaning food contact surfaces with linen that may be contaminated with human waste:
  - blood
  - body secretions
  - faeces
- using dirty:
  - cleaning cloths
  - tea towels
  - spreading bacteria from bathroom or

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bedroom areas to mini-bar or kitchen areas.

Routine maintenance may include:

- dismantling and reassembling
- drying out
- emptying
- sanitising
- washing and rinsing
- wiping down and cleaning.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS201 Provide housekeeping services to guests

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS004B Provide housekeeping services to guests. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a range of general housekeeping services to guests.

Application of the Unit

This unit applies to housekeeping attendants, porters and concierge staff in commercial accommodation establishments. They work under supervision and usually as part of a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Respond to housekeeping requests.	1.1 Handle ***guest requests*** in a polite and friendly manner according to organisational customer service standards and security procedures. 1.2 Acknowledge guests by use of name wherever possible. 1.3 Confirm and note details of requests made. 1.4 Make appropriate apologies where a request has arisen from breakdown in room servicing. 1.5 Agree with guests on timelines for meeting requests. 1.6 Locate, deliver and pick up items within agreed timeframes. 1.7 Set up ***equipment*** for guests when appropriate. 1.8 Proactively offer information and advice about special services and benefits to guests or clients to ensure maximum take-up of services and profitability of guest's stay.
2. Advise guests on room and housekeeping equipment.	2.1 Advise guests courteously on correct use of equipment. 2.2 Report equipment malfunctions promptly, and where possible, make alternative arrangements to meet guest needs. 2.3. Where appropriate, agree on suitable time to collect equipment.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact courteously with guests
  - interact with guests from diverse cultural and social backgrounds
- literacy skills to:
  - read basic equipment instructions
  - write simple notes and complete forms
- planning and organising skills to respond to requests in a logical and efficient way.

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Required knowledge

- features of housekeeping services and procedures:
  - range of services and available items
  - delivery and pick-up systems
  - maintenance
  - response times standards
- security and safety procedures of particular relevance to housekeeping services:
  - accessing rooms
  - interactions with guests
  - securing supplies and equipment
  - safe handling of room equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • offer courteous and friendly service to guests • demonstrate knowledge of housekeeping procedures, services and equipment.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational accommodation environment with the fixtures, large and small
	• equipment and workplace documentation defined in the Assessment Guidelines; this
	• can be a:
	  • real industry workplace
	  • simulated industry environment such as a training hotel
	  • other people with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual handling

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housekeeping requests
- use of role-plays to demonstrate appropriate interpersonal skills in response to
- requests
- oral or written questioning to assess knowledge of typical housekeeping services
- and procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job
- performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS202 Prepare rooms for guests
- SITXCCS101 Provide information and assistance
- SITXCCS202 Interact with customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Guest requests may relate to:

- additional items:
  - pillows and blankets
  - room supplies
  - hair dryers
  - irons
  - roll away beds
- information and advice:
  - services and products
  - how equipment works
- lost property enquiries
- special needs:
  - items for in-room celebrations
- rectification cleaning
- repairs and maintenance
- technology.

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Equipment may include:

- alarm clocks
- computers
- electric kettles and jugs
- hair dryers
- telephones
- televisions and videos.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS202 Prepare rooms for guests

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHACS005B Prepare rooms for guests. Prerequisite units removed. Minor adjustments to expression of content to streamline and improve unit. Additional hygiene content added to Performance Criteria, Required Knowledge, Range and Critical aspects for assessment. Element 4 split into two elements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to clean and prepare rooms, including bedrooms and bathrooms, in an accommodation establishment. It requires the ability to set up cleaning equipment and trolleys and to safely clean guest rooms using resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit applies to housekeeping attendants in commercial accommodation establishments. They work under supervision and usually as part of a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for room servicing.	1.1 Identify rooms requiring service from information supplied. 1.2 Select and prepare room servicing ***equipment*** and ***cleaning agents***. 1.3 Identify supplies for trolleys and select or order in sufficient numbers. 1.4 Load trolleys safely with adequate supplies. 1.5 Access rooms according to organisational customer service and security procedures.
2. Make up beds.	2.1 Strip beds and mattresses and check pillows and linen for stains and damage. 2.2 Replace stained and damaged linen according to organisational standards.
3. Clean rooms.	3.1 Clean rooms in logical order and with minimum disruption to guests. 3.2 Identify and respond to ***hazards***. 3.3 Reduce negative environmental impacts through efficient use of energy, water and other resources. 3.4 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***. 3.5 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses. 3.6 Identify pests and take appropriate action.
4. Organise rooms.	4.1 Check and reset ***furniture***, ***fixtures and fittings***. 4.2 Check, replenish or replace ***room supplies***. 4.3 Collect and store guest items left in vacated rooms.
5. Check rooms.	5.1 Identify room defects, damaged items or suspicious items or occurrences. 5.2 Report items for follow up by maintenance teams. 5.3 Check all aspects of room set up and cleanliness prior to leaving.
6. Clean and store trolleys and	6.1 Clean trolleys and store equipment after use. 6.2 Safely dispose of all waste and hazardous substances.

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equipment.	6.3 Check supplies and replenish or reorder according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read schedules for room servicing
  - read product labels and product safety instructions
  - complete simple forms and room reports
- numeracy skills to calculate dilution requirements of cleaning products
- planning and organising skills to complete room servicing in a logical and efficient way
- problem-solving skills to identify and deal with common room servicing challenges.

Required knowledge

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - wet:
    - baths
    - showers
    - toilets
    - basins
    - walls
  - dry:
    - carpet
    - laminate
    - soft furnishings
    - woodwork
- types of protective clothing used for different cleaning tasks
- safe manual handling techniques:
  - carrying
  - lifting
  - pulling
  - pushing
- security and safety issues for guest rooms:
  - handling of guest property
  - appropriate interactions with guests
  - room access and departure

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  - privacy considerations
  - legal obligations (duty of care)
- safe handling requirements for hazardous cleaning products, including:
  - use of Material Safety Data Sheets (MSDS)
  - disposal
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff
  - hygiene hazards for room cleaning, including potential food contamination and transmission of airborne illnesses
  - cleaning practices that minimise hygiene risks
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
- presentation standards for guest rooms.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • safely use cleaning chemicals and equipment during room servicing • clean and prepare multiple rooms to required standards within commercially-realistic timeframes • use hygienic cleaning practices • demonstrate knowledge of cleaning products, cleaning techniques, waste disposal and ways of conserving • resources in the cleaning process.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational accommodation environment with the fixtures, large and small equipment and workplace
	• documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training hotel

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- guest rooms requiring cleaning.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing and servicing a guest room
- inspection of rooms cleaned by the individual
- written or oral questioning to asses knowledge of housekeeping and room preparation procedures,
- hazardous substances and efficient resource use
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the
- individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS101 Clean premises and equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- electrically operated equipment:
  - scrubbers
  - vacuum cleaners
- garbage receptacles
- manual equipment:
  - brushes
  - buckets
  - dusters
  - mops and clothes

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- protective clothing.

Cleaning agents may include:

- agents for specialised surfaces:
  - glass
  - wood
- deodorisers
- disinfectants
- spot cleaning agents
- pesticides.

Hazards may include:

- breakages
- heated utensils and surfaces
- human material or waste
- sharp items:
  - knives
  - needles and syringes
- surgical dressings
- wet or slippery surfaces.

Unhygienic personal contact may include:

- transferring micro-organisms by:
  - blowing nose
  - coughing
  - drinking
  - eating
  - scratching skin and hair
  - sneezing
  - spitting
  - touching wounds
- transmitting tobacco products by smoking.

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Food contact surfaces may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- glassware
- pots and pans
- sinks
- workbenches.

Unhygienic cleaning practices may include:

- cleaning food contact surfaces with linen that may be contaminated with human waste:
  - blood
  - body secretions
  - faeces
- using dirty:
  - cleaning cloths
  - tea towels
- spreading bacteria from bathroom or bedroom areas to mini-bar or kitchen areas.

Furniture, ***fixtures and fittings*** may include:

- desks
- floor surfaces
- light fittings
- mirrors and glassware
- refrigerators
- shelving
- soft furnishings
- telephones
- televisions
- wardrobes.

Room supplies may include:

- bathroom supplies
- discretionary supplies and gifts
- food and beverages
- digital equipment
- kitchen equipment
- linen
- information:
  - local tourist information
  - magazines and newspapers
  - promotional material
- stationery
- tableware:

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- crockery
- cutlery
- glassware.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS203 Launder linen and guest clothes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS007B Launder linen and guests clothes. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to launder linen and guest clothes. It requires the ability to operate laundry equipment safely, complete the laundering process for a variety of items and use resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit applies to laundry attendants in venues with an on-premises laundry. Often it relates to the laundering of linen. It may also apply to personal assistants, butlers and valet attendants whose job role involves personal laundry services. This work is carried out under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process laundry items.	1.1 Sort and process items according to cleaning process, urgency, guest requests and required linen stock levels. 1.2 Select laundry methods according to textile labelling codes based on fibre and fabric, dye fastness and amount of soilage. 1.3 Check and treat stains using the correct process. 1.4 Use cleaning agents according to manufacturer instructions and specific laundry equipment. 1.5 Operate ***laundry equipment*** according to manufacturer instructions. 1.6 Reduce negative environmental impacts through efficient use of energy, water and other resources. 1.7 Safely dispose of all waste, especially hazardous substances, to minimise negative environmental impacts.
2. Finish laundry items.	2.1 Complete mending and minor repairs as required. 2.2 Complete quality check and record and report damage arising from laundering process according to organisational procedures. 2.3 Complete ironing or pressing and finishing processes.
3. Package and store laundry items.	3.1 ***Package and present*** guest laundry and linen according to organisational standards and procedures. 3.2 Complete records and billing information. 3.3 Return finished items to guest within required timeframes. 3.4 ***Store*** processed guest laundry where required according to guest requests or where return to guests is not possible.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read information about the use of laundry chemicals

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  - read and interpret labels and washing instructions
  - complete simple laundry documentation
- numeracy skills to:
  - calculate dilution strengths of laundry chemicals
  - calculate charges for laundry services
- planning and organising skills to coordinate laundry workflow to meet timelines
- problem-solving skills to treat difficult stains and carry out minor repairs.

Required knowledge

- safe handling requirements for laundry chemicals, including:
  - use of Material Safety Data Sheets (MSDS)
  - disposal
- hygiene and infection control procedures in the laundry, including:
  - separation of clean and dirty items
  - procedures when in contact with different types of soilage
- major natural and synthetic fabric types and the laundering and drying requirements for each
- meaning of laundering and dry cleaning labels on clothing
- linen control procedures, including:
  - clean for dirty
  - set amount
  - topping up
  - uniform issue
  - condemned linen
  - procedures if problems are identified
- procedures for charging, packaging and distribution of laundry items
- safe manual handling techniques:
  - carrying
  - lifting
  - pulling
  - pushing
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
- packing and presentation methods for clean laundry.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assess processes required for different laundry and soilage types • safely use laundry equipment and cleaning agents, using different cycles and programs • launder and finish a variety of linen, clothing items and fabrics • demonstrate knowledge of safety and environmental issues, including efficient use of resources • and requirements for safe handling and disposal of hazardous substances.

Context of and specific resources for assessment	Assessment must ensure use of:
	• the fixtures, large and small equipment and workplace documentation defined in the
	• Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training hotel
	• linen and laundry items made from a range of fabrics and with different soilage
	• workplace documentation for laundry operations.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual carrying out laundry tasks • inspection of items laundered by the individual • oral or written questioning to assess knowledge of commercial laundry equipment operation, • different laundry cycles and programs, hazardous substances, stain identification and treatment, • work health and safety issues and ways of conserving resources • review of portfolios of evidence and third-party workplace reports of on-the-job performance by • the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units

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relevant to the industry sector, workplace and job role, for example:

- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Laundry equipment may include:

- dryers
- hangers
- heat sealing equipment and roll plastic
- irons
- sorting baskets and shelves
- steam presses
- washers.

Packaging and presenting guest laundry may include:

- folding
- wrapping
- heat sealing
- labelling
- providing quality reports.

Storage of laundry is required where:

- guests have requested storage
- guests have departed temporarily
- laundry has been left behind or forgotten.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS204 Provide porter services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS003A Provide porter services. Minor adjustments to expression of content to streamline and improve unit. Hygiene requirements made more explicit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide porter services in a commercial accommodation establishment. It requires the ability to check and plan for daily arrivals, assist guests with luggage and provide ancillary services for guests.

Application of the Unit

This unit applies to frontline service personnel in commercial accommodation venues. Porter services are usually associated with dedicated bell desk or concierge roles in larger venues. In smaller venues, reception or other staff provide these services. People working under supervision undertake this function, though the unit may also be relevant to owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Handle guest arrivals and departures.	1.1 Review and plan for expected daily arrivals, special requests or major guest movements. 1.2 Welcome guests and direct to registration area. 1.3 Escort guests to rooms, and explain and promote ***organisation and room features***.
2. Handle guest luggage.	2.1 Assist guests with luggage and luggage storage according to ***organisational procedures and security requirements***. 2.2 Safely transport and deliver guest luggage to correct locations within appropriate timeframes using safe manual handling techniques and moving equipment as required. 2.3 Avoid creation of ***hygiene hazards*** when handling luggage. 2.4 Track lost luggage within the venue and take steps to locate and deliver to guest or correct location.
3. Respond to requests for ancillary services.	3.1 Provide ***ancillary services*** according to organisational procedures. 3.2 Liaise with colleagues in other departments where appropriate to ensure effective response to service requests.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - explain venue and room features to guests
  - interact with guests from socially and culturally diverse environments
- literacy skills to:
  - read luggage identification labels, storage and security procedures
  - read reservation data and rooming lists
  - complete storage tags, storage forms and guest receipts
- numeracy skills to count multiple luggage items and reconcile against operational

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documentation
- planning and organising skills to move and store luggage in a logical and efficient way
- teamwork skills to work cooperatively with others.

Required knowledge

- procedures and systems for the luggage movement and storage in commercial accommodation establishments:
  - marking
  - placement (in rooms and storage facilities)
  - group luggage
  - movement of luggage on guest departure
  - order in which luggage is moved
  - routes
  - security
- safe manual handling techniques:
  - carrying
  - lifting
  - moving
  - pulling
  - pushing
- hygiene procedures and requirements:
  - hygiene responsibilities of portering staff
  - hygiene hazards when handling luggage, including potential food contamination and transmission of airborne illnesses
  - portering practices that minimise hygiene risks
- relationships between portering services and other areas of work in commercial accommodation establishments, and the impacts on portering
- activities
- range of information and services typically provided by those completing the portering function, including:
  - venue facilities
  - room facilities
  - other services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret portering requirements from systems or documentation and plan accordingly • follow procedures for the safe movement and storage of luggage • move and store multiple luggage items to meet varying operational and service needs within • typical workplace time constraints • interact positively with customers and provide clear and accurate information.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational accommodation environment; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training hotel
	• luggage and luggage moving equipment
	• industry-realistic systems or documentation for managing the movement and storage of luggage
	• in an accommodation venue
	• other people with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual carrying and loading luggage safely or answering customer • requests • use of role-plays to assess ability to deal with differing customer queries, requests or • complaints • use of case studies to complete arrival or departure luggage processes and documentation for • different customer scenarios • oral or written questioning to assess knowledge of typical portering procedures and systems • review of portfolios of evidence and third-party workplace reports
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for

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example:

- BSBCMM201A Communicate in the workplace
- SITXCCS201 Provide visitor information
- SITXCCS202 Interact with customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisation and room features in the establishment may include:

- facilities:
  - dining
  - floor facilities
  - laundry
  - sporting
  - valet
- operating procedures:
  - room equipment.

Organisational procedures and security requirements for luggage may relate to:

- organisation specific procedures:
  - group luggage
  - marking systems
  - order in which luggage is to be moved
  - placement of luggage within rooms or storage
  - taking luggage from rooms
- safety and security considerations:
  - amount of luggage to be placed on trolleys or taken into lifts
  - lifting and bending procedures
  - procedures or designated routes for moving luggage through public areas
  - restrictions on areas into which luggage can be taken
  - procedures for dealing with heavy items.

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Hygiene hazards may include:

- contaminating food contact surfaces
- use of poor personal hygiene practices:
  - blowing nose
  - coughing
  - drinking
  - eating
  - scratching skin and hair
  - sneezing
  - spitting.

Ancillary services may include:

- mail
- messages
- organising transport
- paging guests
- preparing guest information directories
- wake-up calls.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS301 Provide valet service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITHACS008B Provide valet service. Minor adjustments to expression of content to streamline and improve unit. Communication and personalised quality service aspects strengthened in Element 1. Hygiene requirements made more explicit. Prerequisite unit removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide specialist valet or butler services. It requires the use of well-developed interpersonal communication skills plus the ability to care for client property and arrange personalised services.

Application of the Unit

This unit applies to individuals who provide personalised client services, usually in commercial accommodation establishments. They work independently with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Display professional valet standards.	1.1 Build rapport with clients through effective interpersonal communication. 1.2 Provide personalised, quality service through familiarity with individual needs and preferences. 1.3 Anticipate potential client needs where possible and pro-actively identify and resolve problems. 1.4 Agree scope of ***services*** required with client. 1.5 Follow grooming and communication protocols, according to ***organisation*** standards. 1.6 Maintain confidentiality about client property and activities.
2. Care for client property.	2.1 Unpack, store and pack luggage according to instructions. 2.2 Prepare and present clothes appropriately, ready for use. 2.3 Clean shoes using suitable cleaning agents. 2.4 Use ***hygienic work practices***. 2.5 Make or organise repairs to personal items as required. 2.6 Organise other property as agreed with the client.
3. Arrange services for clients.	3.1 Proactively offer information and advice about special services and benefits to ensure maximum take-up and profitability of stay. 3.2 Offer and provide assistance in organising services to meet individual needs and requests. 3.3 Confirm details of services with clients. 3.4 Monitor and adjust services to ensure client needs are met. 3.5 Maintain accurate records of services according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to build rapport with clients
- critical thinking skills to anticipate and respond to potential client needs
- literacy skills to read and interpret product and service information
- planning and organising skills to maintain and care for client property
- problem-solving skills to pro-actively identify and resolve client and service problems
- numeracy skills to calculate service costs.

Required knowledge

- communication techniques for building rapport
- valet or butler service and its current role in the Australian hospitality industry:
  - scope of services
  - different workplaces where valet services occur
- protocols and standards for professional valets:
  - confidentiality and privacy
  - grooming
  - dealing with VIP guests
- packing and unpacking techniques for clothing and other personal items
- sewing techniques for minor clothing repairs
- shoe cleaning methods and cleaning agents for different shoe.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • build rapport and respond to diverse individual client needs through effective communication • maintain high standards of personal presentation • care for different types of client property, including luggage and clothing • organise special services to meet varying client needs • demonstrate knowledge of professional valet services and standards.

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Context of and specific resources for assessment	Assessment must ensure use of: • other people with whom the individual can interact • luggage, clothing, footwear and other personal effects • equipment for care of personal clothing and other effects.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual completing valet or butler-related tasks, including interaction • with clients • inspection of items prepared or organised by the individual, such as clothing, or unpacked or • packed luggage • review of guest evaluations • review of documentation prepared by the individual in relation to the organisation of particular • services • use of role-plays to assess interpersonal skills • oral or written questioning to assess knowledge of typical valet or butler services, procedures • for organising different types of services and protocol requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by • the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCCS401 Enhance the customer service experience.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Services may include:	• liaison with client networks:
	  • business
	  • private
	• maintenance of client:
	  • living environment
	  • property
	• organisation of:
	  • excursions
	  • restaurant bookings
	  • room service
	  • special functions
	  • theatre bookings
	  • travel arrangements
	• provision of personalised advice:
	  • hairdressing
	  • medical
	  • legal
	  • shopping
	• vehicle services:
	  • parking
	  • retrieval of vehicle.

Organisations that offer valet or butler services may include:	• accommodation properties:
	  • hotels
	  • government departments
	  • resorts
	• business corporations
	• personal service agencies.

Hygienic work practices may include:	• following personal hygiene standards • preventing contamination of food contact surfaces • responding

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHACS302 Conduct night audit

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS002B Conduct night audit. Prerequisite unit removed. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to check and reconcile daily financial transactions and records, and produce reports relating to commercial accommodation establishment trading and revenue.

Application of the Unit

This unit applies to all types of commercial accommodation, and to reception personnel or night auditors who check financial transactions during periods of minimal customer activity at the front desk. They work within established procedures and systems under some supervision, but the problem-solving nature of this activity means they apply some discretion and judgment.

In many establishments, the night audit function is now automated and runs throughout the day.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor financial transactions.	1.1 Check that ***transactions*** comply with organisational procedures. 1.2 Check that balances prepared by others are accurate and comply with organisational procedures. 1.3 Identify financial and system ***discrepancies*** and resolve according to level of responsibility. 1.4 Implement ***financial systems*** and financial control systems according to organisational procedures. 1.5 Monitor systems and provide feedback to appropriate management.
2. Complete routine records and reports.	2.1 Complete routine records and ***reports*** accurately within designated timelines. 2.2 Process end or close day trading and reports. 2.3 Forward reports to appropriate colleagues or department. 2.4 Reduce waste by minimising use of printed materials.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and interpret detailed information about service charges
- numeracy skills to:
  - work with large amounts of numerical data
  - identify discrepancies and inconsistencies in numerical data
  - reconcile individual and whole operating period transactions
- problem-solving skills to work through potentially complex financial transaction to identify and rectify variances and discrepancies

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- technology skills to work with accounting or front office software.

Required knowledge

- role of night audit in overall financial management systems
- financial control processes and procedures that apply to front office operations, including reporting cycles.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • conduct multiple audits covering transactions from several different operating periods • check and balance a range of transactions, including identifying and rectifying discrepancies • integrate knowledge of standard accounting procedures.
Context of and specific resources for assessment	Assessment must ensure use of: • an industry-current computerised front office or accounting system • transaction data from different operating periods.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to conduct a night audit. The following examples are appropriate for this unit: • review of accounting reconciliations, reports and documentation produced by the individual • use of case studies or problem-solving exercises to assess ability to resolve different accounting discrepancies • oral or written questioning to assess knowledge of night audit processes and procedures and how the night audit process impacts on • overall financial management of the accommodation establishment • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXFIN401 Interpret financial information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Transactions may relate to:	• arrivals and departures
	• charge backs:
	  • external
	  • internal
	• food and beverage
	• foreign currency activities
	• interdepartmental vouchers
	• laundry and other services
	• mini-bar.

Discrepancies may relate to:	• computer problems • errors in guest folios • errors in source documentation • incorrect.
Financial systems may include systems for:	• banking procedures • debtor control • floats • petty.
Reports may include:	• commercial account activity • commission earnings • department break ups • foreign currency activities • occupancy • sales performance • sales returns • supplier activity.

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Unit Sector(s)

Not applicable.

Competency Field

Accommodation Services

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SITHACS303 Provide accommodation reception services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS001B Provide accommodation reception services. Prerequisite units removed. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to check guests in and out of commercial accommodation establishments. It requires the ability to check daily arrivals, allocate rooms and complete relevant documentation.

Application of the Unit

This unit applies to all types of commercial accommodation, and to people who staff the reception area. They work within established procedures and systems under some supervision, but the customer service nature of the role means they apply some discretion and judgment in their interaction with guests.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for guest arrival.	1.1 Prepare and check reception area and equipment. 1.2 Check and review daily arrival details prior to guest arrival. 1.3 Allocate rooms according to guest requirements and organisational policy. 1.4 Follow up uncertain arrivals or reservations. 1.5 Compile and distribute accurate arrivals information to relevant colleagues, including special situations or requests.
2. Welcome and register guests.	2.1 Welcome guests courteously, confirm ***reservation details*** and seek opportunities to upsell when appropriate. 2.2 Complete registration procedures according to organisational security requirements. 2.3 Follow ***accounting procedures***. 2.4 Provide ***arrival information*** to guests. 2.5 Follow organisational procedures where rooms are not immediately available or overbooking has occurred in order to minimise guest inconvenience. 2.6 Monitor activity against expected arrivals and report deviations.
3. Organise guest departure.	3.1 Review and check accuracy of departure lists. 3.2 Seek information on departing guests from other departments in a timely manner to facilitate preparation of account. 3.3 Generate guest accounts and check for accuracy. 3.4 Explain account clearly and courteously and process payments. 3.5 Recover and process keys or electronic cards. 3.6 Action or refer guest requests for ***departure assistance***. 3.7 Process express checkouts according to organisational procedures as required. 3.8 Follow procedures for group checkout.
4. Prepare front office records and reports.	4.1 Prepare and update ***front office records*** within designated timelines. 4.2 Follow organisational policy in regard to room changes, no shows, extensions and early departures. 4.3 Distribute reports and records to the appropriate departments

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within designated timelines.

4.4 Reduce waste by minimising use of printed materials.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact positively with guests
- literacy skills to:
  - read and interpret reservation information
  - enter guest and accounting information in front office systems
- numeracy skills to:
  - explain guest accounts and service charges
- problem-solving skills to respond to check-in, check-out discrepancies
- technology skills to use computerised front office systems.

Required knowledge

- reservations terminology
- relationships between front desk and other operational areas, including:
  - housekeeping
  - food and beverage service
  - maintenance
- range of needs and expectations of different types of guests
- types of reports handled or generated at front office, including:
  - accounting reports
  - arrival and departure data
  - occupancy rates
  - guest feedback summaries
- for the industry sector or organisation:
  - different sources of accommodation reservations:
    - direct
    - travel agents
    - booking centres
    - inbound tour operators
    - online
  - systems and procedures:
    - check-in and check-out
    - guest accounts

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- product codes
- security, including issuing of keys or electronic cards and safety deposit arrangements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• check-in and check-out guests with varying reservation requirements, including:
	  • registration
	  • room allocation
	  • invoicing of guest charges
	• complete accurate front office reports and records.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational front office environment with the fixtures, large and small equipment and workplace documentation defined in the
	• Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment
	• industry-current front office reservations, accounting and reporting system
	• reservations, accounting and reporting data
	• other people with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to provide front office reception services. The following examples are appropriate for this unit: • direct observation of the individual providing arrival and departure services • review of front office records, reports and computer data completed by the individual • use of role-plays to assess ability to deal with differing guest queries and requests • use of case studies to assess ability to apply arrival or

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	departure processes to different guest scenarios • written or oral questioning to assess knowledge of the accommodation product and the relationships between different sectors of the • tourism industry • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBFIA301A Maintain financial records • SITTTSL305 Process reservations • SITTTSL308 Use a computerised reservations or operations system.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Reservation details may include:	• arrival and departure times • length of stay • payment details • personal details • rates and discounts • special requests • type of accommodation and bed configuration.
Accounting procedures may relate to:	• credit card payments • deposits • group rates • issuing receipts • prepayments • vouchers and discount rates • credit
Arrival information may relate to:	• keys • messages

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- products and services:
  - dining times
  - opening hours
- safety deposit facility arrangements
- security arrangements.

Departure assistance may include:

- luggage assistance
- making forward bookings
- organising transport.

Front office records may include:

- arrival and departure lists
- lost and found information
- occupancy reports.

Unit Sector(s)

Not applicable.

Competency Field

Accommodation Services

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SITHGAM201 Provide responsible gambling services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
2.0	Editorial corrections.
1.2	Correction to Licensing/Regulatory information statement.
1.0	E Replaces and is equivalent to SITHGAM006A Provide responsible gambling services. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide responsible gambling services, and information to customers who require assistance with their problem gambling.

Application of the Unit

Responsible gambling services must be provided wherever gambling activities are undertaken. In the hospitality industry, the gambling environment is usually referred to as the gaming area and is provided in a range of venues such as hotels, motels, clubs, pubs and casinos.

Gambling is defined as the staking of money on uncertain events driven by chance. The major forms of gambling are wagering (racing and sport) and gaming (gaming machines, table games, Keno and lotteries). Both forms of gambling are relevant to the hospitality industry.

Hospitality venues operate Totalisator Agency Board (TAB) outlets for wagering on racing and sport events. They also cover the full range of gaming activities, including the operation of gaming machines, table games, Keno and lotteries.

The responsible provision of gambling services is an essential underpinning skill for all hospitality personnel involved in the sale and service of gambling activities in licensed premises, including the licensee, gaming supervisors and gaming managers when involved in operational gambling activities.

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The unit applies equally to frontline operational gambling personnel who operate with a limited level of autonomy and under some supervision and guidance from others. They would operate within the predefined organisational procedures and industry and regulatory authority codes of conduct.

Operational job roles would include gaming attendant, table game attendant, croupier and multi-skilled food and beverage attendant.

Licensing/Regulatory Information

The unit also relates to satisfying the requirements for providing responsible gambling services under state and territory legislation. The terms used to describe this vary across state and territory regulatory bodies and can include Responsible Conduct of Gambling (RCG) and Responsible Service of Gaming or Responsible Service of Gambling (RSG).

Those developing training to support this unit must consult the relevant state and territory gaming licensing authority to determine accreditation arrangements for courses, trainers and assessors.

Under differing state and territory legislation this is a required certification unit only for certain nominated personnel operating in licensed gambling premises.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide responsible service of gambling.	1.1 Follow ***responsible gambling service procedures*** according to relevant ***state and territory legislation and industry and organisational policy*** or codes of conduct. 1.2 Communicate with appropriate personnel on ***gambling related incidents*** or situations and compliance with

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	legislation and industry and organisational policy. 1.3 Maintain accurate records of gambling related incidents and associated staff action, according to industry and organisational policy and procedures. 1.4 Ensure ***gambling environmental features*** support responsible gambling policies.
2. Provide information and assistance to customers about problem gambling.	2.1 Provide accurate and appropriate ***information*** on ***problem gambling*** to customers on request. 2.2 Follow ***procedures*** for ***self exclusion and exclusion*** requests according to legislation, industry and organisational policy and confidentiality and privacy requirements. 2.3 Display ***signage and information*** related to responsible gambling in appropriate places visible to players, according legislative, industry and organisational requirements. 2.4 Provide information on available support services according to confidentiality and privacy requirements, and legislative, industry and organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to identify signs and symptoms of problem gambling and deal with customers identifying problems with gambling and requesting self-exclusion
- initiative and enterprise skills to pro-actively identify potential problem gamblers
- literacy skills to read and interpret information, including:
  - problem gambling signage
  - general information and brochures
  - industry or regulatory codes of conduct
  - in-house policies and procedures
  - plain English regulatory and advisory information issued by local, state and territory gambling licensing authorities
- numeracy skills to explain basic information about chances of winning and probability.

Required knowledge

- reasons for, and personal impacts of, gambling problems
- public interest reasons for implementation of responsible service of gambling practices, including:
  - government and community concerns with problem gambling
  - economic costs of problem gambling

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- principles of harm minimisation, and strategies to reduce the harm associated with problem gambling
- indicators of problem gambling, and understanding that indicators are not always overt and that assumptions cannot be made until customer indicates a problem and requests assistance
- roles of government, industry and the organisation in providing responsible gambling services
- key requirements of relevant state and territory legislation, and regulatory, industry and organisation codes of conduct
- organisational responsible gambling service procedures, especially self-exclusion and exclusion procedures, and the role of individual staff members, supervisors and managers in providing responsible gambling services
- contents of problem gambling information provided by the organisation as required by legislation
- available counselling services and referral procedures.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate knowledge and understanding of current legislation and industry and organisational policies and procedures in relation to responsible service of gambling and the ramifications for the organisation of non-compliance • demonstrate knowledge of underpinning reasons for and harm-minimisation approach of responsible gambling services • deal with requests for exclusion or counselling services tactfully and according to organisational procedures • respond appropriately to a range of different gambling-related situations.
Context of and specific resources for assessment	Assessment must ensure use of: • current regulatory documents distributed by key state and territory gambling licensing agencies, such as plain English legislative publications and codes of conduct outlining responsible gambling requirements • industry and organisational codes of conduct, policies,

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procedures, information, signage and brochures relating to responsible gambling services.

Method of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to provide responsible gambling services. The following examples are appropriate for this unit:

- direct observation of the individual providing information to customers
- use of role-plays to demonstrate appropriate interpersonal skills
- use of case studies or problem-solving to assess the application of knowledge to various problem-gambling situations and contexts
- oral or written questioning to assess knowledge of gaming legislation, codes of practice and industry and organisational procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM202 Attend gaming machines
- SITHGAM203 Operate a TAB outlet
- SITHGAM204 Conduct Keno games.

Determining competency for this unit must focus on the understanding and implementation of responsible provision of gambling services to meet the requirements of state and territory legislation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Responsible gambling service procedures may relate to:

- posting of signage in appropriate locations
- provision of appropriate environmental features
- provision of gambling-related information, brochures and signage
- responsible practices, such as offering a cooling off

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	period or payment of large sums by cheque • self-exclusion and exclusion procedures.
State and territory legislation and industry and organisational policy refer to:	• house policies • industry codes of practice • relevant state and territory gaming legislation and regulations • relevant state and territory licensing authority regulations and policies.
Gambling-related incidents include:	• attempts to breach exclusion • disputes or complaints • impact of alcohol • involvement of families and friends • refusal of credit • requests for exclusion or assistance • under-age gambling.

Gambling may include:	• gaming:
	  • bingo
	  • electronic gaming machines
	  • Keno and lottery games
	  • linked progressive jackpot systems
	  • lucky envelopes
	  • miscellaneous games of chance
	  • Multi-Terminal Gaming Machines (MTGMs)
	  • poker machines
	  • table games
	• wagering on racing and sport events, including:
	  • calcuttas and sweepstakes
	  • TAB activities.

Gambling environmental features include:	• provision and placement of signage • lighting and availability of natural light • provision and placement of clocks • placement of Automatic Teller Machines (ATMs) • strategies to indicate the passage of time • strategies to encourage breaks in play • advertising and promotional materials and activities • positioning of machines, change machines and equipment.
Information on problem gambling may relate to:	• counselling services • responsible gambling pamphlets • self-exclusion programs.

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Problem gambling may involve:	• bills that cannot be paid by the player due to excessive gambling • borrowing money to gamble • changes in sleeping or eating habits due to gambling • committing illegal acts or considering these to finance gambling • considering self-harm as a result of gambling • feelings of remorse after gambling • gambling more money than the player can afford • gambling that makes the home life of the player unhappy • gambling to escape worry or personal problems • trying to win back gambling losses.

Procedures for self-exclusion and exclusion may involve:	• referrals to:
	  • colleague, supervisor or manager according to scope of responsibility
	  • counsellors or support services
	• initiating exclusion processes when requested by customer.

Self-exclusion and exclusion may relate to:	• customer identifying a problem with gambling and requesting to be barred from gaming or to have access limited (self-exclusion) • third-party exclusion • venue exclusion.
Signage and information to be displayed may cover:	• available counselling services • chances of winning and probability • house policy • industry code of conduct for responsible gambling services • problem gambling • responsible gambling initiatives • self-exclusion and exclusion • venue code of conduct.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITXADM501 Prepare and present proposals

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present tenders, proposals or bids either as a response to a tender brief or as a proposal created and offered. It requires the ability to analyse client tender specifications or needs, determine organisational ability to meet those requirements and to prepare and present information that is relevant to client criteria or needs.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and the tender proposals or bid may be for a one-off event, a series of events or for an extended contract to deliver products and services.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of financial and operational decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse tender requirements.	1.1 Analyse client ***tender brief***, ***product specifications*** or needs. 1.2 Seek clarification of product and service requirements from the organisation requesting or requiring the tender. 1.3 Determine a plan of action to submit a proposal.
2. Determine ability to meet tender requirements.	2.1 Complete an ***assessment*** of organisational capacity to provide products and services. 2.2 Determine the ***viability*** of submitting a proposal or bid. 2.3 Seek assistance from ***others*** to prepare the proposal or bid and coordinate group input.
3. Develop details for inclusion in proposal.	3.1 Prepare a budget for the provision of products and services. 3.2 Develop a quotation for the products or services to be provided. 3.3 Consider competitor pricing structure and make reasonable cost adjustments to ensure a price competitive quote. 3.4 Collect and collate ***operational information*** for analysis and inclusion in the proposal. 3.5 Develop specifications for products and services to be provided. 3.6 Access and prepare ***supporting information*** for inclusion in the proposal or bid. 3.7 Seek support for the proposal or bid from ***relevant individuals and agencies***.
4. Prepare written proposal.	4.1 Use clear and concise language according to organisational style for proposals. 4.2 Present information relevant to client criteria or needs clearly and comprehensively. 4.3 Use a writing style that promotes a quality view of the organisation. 4.4 Incorporate all supporting information. 4.5 Present materials according to organisational style preferences and in a format that maximises use of creative and promotional techniques. 4.6 Evaluate the finished proposal and make adjustments.

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	4.7 Maintain copies of all tender documents according to organisational procedures.
5. Submit the proposal and seek feedback.	5.1 Lodge all materials at the designated location and within designated deadlines. 5.2 Provide ***additional information*** as requested. 5.3 See feedback on tender outcomes to inform future proposals.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with colleagues, external specialists and the client organisation to collect information for the proposal
- critical thinking skills to analyse the organisational capacity to provide products and services subject to the tender
- initiative and enterprise skills to:
  - select and include a range of useful supporting information with the proposal
  - seek feedback on the tender outcome to assist future work
- literacy skills to:
  - read and interpret client product and service specifications which deal with complex ideas and concepts
  - research operational issues for synthesis within the proposal
  - write comprehensive and creative proposals which promote the organisation
- numeracy skills to interpret and analyse financial information and use complex calculations to develop budgets and quotations
- planning and organising skills to access and sort all information required for tender preparation and to write and submit proposals within designated deadlines
- problem-solving skills to:
  - identify times when assistance is required from colleagues and external specialists
  - identify deficiencies in the proposal and make adjustments
- self-management skills to take responsibility for tender development
- teamwork skills to invite and coordinate the input of others in the organisation
- technology skills to use computers, word processing, presentation and accounting software packages.

Required knowledge

- for the specific industry sector:
  - role and nature of tender, proposal or bid processes
  - sources of specialist advice and expertise for the development of proposals and bid materials

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  - a range of formats for and inclusions of tenders proposals or bids
  - presentation techniques for proposal and bid materials, including current technology options
- for the specific organisation:
  - full details of organisational products, services and facilities
  - operational requirements and production logistics for delivering the products and services subject to tender, proposal or bid
  - sources of costs for products, services and fees
  - sources of organisational information to be included in tender proposals
  - standards of presentation and contents of style guides
- methods to manage intellectual property of product and service concepts
- features and functions of presentation software packages used to prepare professional and comprehensive tender information.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare multiple proposals in response to diverse tender specifications or client needs • effectively analyse client tender specifications or needs and clearly and comprehensively present information that is relevant to client criteria or needs • present professional and creative proposals which promote the organisation • integrate knowledge of organisational products, services and facilities and operational logistics for delivering the products and services subject to tender • complete proposals within commercial time constraints and nominated deadlines.

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Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation or activity for which tender, proposals or bids are prepared
- computers, printers and software programs currently used by the tourism, hospitality and event industry to prepare proposals
- tender briefs and specifications for tourism, hospitality or event products and services
- financial and operational data used to prepare tenders for tourism, hospitality and event products and services.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a complete tender proposal, prepared by the individual, for the provision of products
- evaluation of reports produced by the individual detailing the processes undertaken to prepare a proposal
- activities that allow assessment of the individual's ability to:
  - analyse the content of different tender brief, product specifications or client needs
  - prepare budgets and quotations for the provision of different products and services
  - write proposals that present information relevant to client criteria or needs
- direct observation of the individual delivering a presentation of a tender, proposal or bid
- written or oral questioning to assess knowledge of the role and nature of tender, proposal or bid processes; details of organisational products, services and facilities, and a range of formats for and inclusions of tender proposals
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHKOP404 Plan catering for events or functions
- SITXEVT401 Plan in-house events or functions
- SITXEVT602 Develop event concepts
- SITXFIN501 Prepare and monitor budgets

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- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tender brief may detail:

- criteria
- details of selection process:
  - interview
  - meeting
  - paper based submission
  - presentation to selection committee
- eligibility for submission of a tender
- formatting requirements for the tender:
  - on-line application
  - use of a template
- lodgement address
- lodgement date
- questions to be answered
- tender specifications.

Product specifications may include:

- commencement date for:
  - one off event
  - ongoing provision of products and services
  - series of events
- customers or audience for products and services
- identification of deliverables
- indicative cost of supply
- insurance requirements
- legal requirements
- legal responsibilities of the contractor
- legal responsibilities of the principal
- length of contract
- operational and financial management requirements
- outline of contractual arrangements
- performance standards
- products and services required

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- project management
- quality assurance
- requirement for management of:
  - environment
  - risk
- resource requirements; human and physical
- specified price or maximum price
- style of products and services
- timeline for the operation of a particular project.

Assessment of organisational capacity may include:

- budgetary constraints outlined in the tender brief
- compliance with regulations
- diversification from range of products and services currently offered
- geographic constraints
- likely profit
- other conflicting projects
- resource capacity of organisation to provide scope of products and services
- risk assessment of providing the products and services.

Viability may involve:

- ability to meet the lodgement deadline
- ability to meet the tender criteria and provide full information required
- competition and prospect of winning the tender
- cost of preparing the tender.

Others may include:

- artists
- financial specialists
- graphic designers
- industry association personnel
- joint venture partners
- legal representatives
- managers
- multimedia specialists
- outsourced consultants
- peers
- photographers
- professional writers
- supervisors.

Operational information may include:

- capacity of facilities to produce products
- facilities management requirements
- environmental sustainability policies and procedures
- event management services
- event specifications:

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- business program
- entertainment
- general concepts and themes
- social program
- staging, theming and styling
- travel and touring arrangements

- event technical equipment, specifications and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- policies, procedures and practices to manage:
  - crowds
  - environmental impacts
  - impacts on local community
  - risk to tourism, hospitality or event participants
  - work health and safety
- product specifications:
  - accommodation
  - coach, car, aircraft, river and sea vessel details
  - guiding services
  - meal plans
  - menus
  - style of service, theme and decor
  - touring equipment details
  - touring itineraries
- resources that will be utilised:
  - physical
  - human
- suppliers, supply and cost specifications
- special, new or hired equipment required to produce products or provide services
- stock control
- transport.

Supporting information may include:

- awards won by the organisation
- copies of:
  - business registration

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- industry accreditations
- insurance policies
- licences
- membership of organisations
- qualifications

- details of current client base
- organisational and individual employee profiles
- photographs of current or previous products and services
- plans, drawings, job specifications
- product and service manuals
- references and details of other successful undertakings
- sample promotional materials
- samples of work
- structure of organisation
- testimonials.

Relevant individuals and agencies may include:

- community agencies
- government agencies
- high profile
- local businesses
- sponsors
- statutory authorities.

Additional information may be provided:

- by:
  - face-face conversation
  - formal meeting
  - telephone
- in:
  - a presentation
  - writing.

Unit Sector(s)

Cross-Sector

Competency Field

Administration

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SITHASC201 Produce dishes using basic methods of Asian cookery

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC001A Use basic Asian methods of cookery. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of basic Asian cookery methods to prepare dishes.

Application of the Unit

This unit applies to hospitality and catering organisations that offer any type of Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Assemble and prepare ingredients.	3.1 Weigh and measure ingredients according to recipe. 3.2 Prepare, cut and portion ingredients according to recipe and cooking style. 3.3 Minimise waste and store reusable by-products.
4. Cook dishes.	4.1 Use cookery methods for Asian dishes following standard recipes. 4.2 Complete cooking process in a logical and safe manner. 4.3 Identify problems with the cooking process and take corrective action. 4.4 Work cooperatively with colleagues to ensure timely preparation of dishes. 4.5 Present dishes according to recipe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer's instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to respond to problems in the cooking process
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- characteristics of different food types, their use in different Asian dishes and the effects of different cookery methods on those foods:
  - dairy products
  - dry goods
  - eggs
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat that is culturally appropriate
  - poultry
  - rice and farinaceous items
  - seafood
  - vegetables
- culinary terms and principles and practices of different cooking methods including:
  - baking
  - barbecuing
  - boiling
  - braising

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  - deep-frying
  - grilling
  - oil and water blanching
  - roasting
  - shallow frying
  - steaming
  - stewing
  - stir-frying
- contents of stock date codes and rotation labels
- equipment used for different cookery methods:
  - essential features and functions
  - safe operational practices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes for dishes that together use all of the following ingredients:
	  • dairy products
	  • dry goods
	  • eggs
	  • fruit
	  • general food items
	  • meat that is culturally appropriate
	  • poultry
	  • rice and farinaceous items
	  • seafood
	  • vegetables
	• use a range of cookery methods to prepare dishes including:
	  • baking
	  • barbecuing
	  • boiling
	  • braising

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- deep-frying
- grilling
- oil and water blanching
- roasting
- shallow frying
- steaming
- stewing
- stir-frying

- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - major food types, culinary terminology and equipment as they relate to the required methods of cookery
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines, including items for all defined cookery methods; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers food preparation lists and standard recipes a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual cooking dishes
- evaluation of the taste and visual appeal of dishes prepared by the individual
- use of projects that allow assessment of the individual's ability to produce a variety of dishes for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics

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written or oral questioning to assess knowledge of culinary terms, quality indicators for dishes equipment and cookery methods

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC207 Use cookery skills effectively.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Equipment may include:

- barbecues
- charcoal grills
- cooking ranges
- cutting, chopping and slicing implements
- food processors
- knives
- microwaves
- mincers
- roasting drums
- sharpening steels and stones
- steamers
- strainers
- ovens
- utensils
- woks.

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Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC202 Produce Asian appetisers and snacks

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC002A Produce appetisers and snacks for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook Asian appetisers and snacks following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***appetisers and snacks ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare appetisers and snacks.	4.1 Select and use relevant cookery methods. 4.2 Prepare stocks according to recipe specifications. 4.3 Prepare condiments according to recipe guidelines. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store appetisers and snacks.	5.1 Present dishes on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes and regional variations. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different Asian appetisers and snacks
- cultural and regional considerations and variations
- characteristics of Asian appetisers and snacks:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- cookery methods for Asian appetisers and snacks
- equipment used to produce Asian appetisers and snacks:
  - essential features and functions
  - safe operational practices
- storage of appetiser and snack products:

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- correct environmental conditions to ensure food safety
- appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow standard recipes to prepare multiple Asian appetisers and snacks using a range of cookery methods
- produce food for multiple customers within commercial time constraints
- integrate knowledge of:

quality indicators for Asian appetisers and snacks

- cookery methods
- features, functions and safe use of food preparation equipment
- food safety practices for handling and storing Asian appetisers and snacks.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the
- Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing Asian appetisers and snacks

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- evaluation of the taste and visual appeal of Asian appetisers and snacks prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of Asian appetisers and snacks
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for appetisers and snacks, equipment,
- cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHASC204 Produce Asian sauces, dips and accompaniments
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Appetisers and snacks may include:

- Chinese:
  - carrot and radish rolls
  - century eggs
  - cucumbers with dried prawns

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    - fresh spring rolls
    - seafood in beancurd skins
    - sesame squid
    - stuffed pastries
- Indian:
    - bhajis
    - kabab
    - koftas
    - pappadums
    - pakoras
    - samosas
- Indonesian:
    - crackers
    - fried bananas
    - fried bean curd
    - satay
    - stuffed savoury pancakes
- Japanese:
    - pork and vegetable kebabs
    - skewered chicken balls
    - smoked salmon
- Malay and Nonya:
    - curry puffs
    - fried marinated chicken wings
    - pickled mackerel
    - shrimp rolls
    - spring rolls
- Thai:
    - fish cakes
    - fried cashews and chillies
    - prawn balls
    - spring rolls
    - stuffed sago balls
- Vietnamese:
    - grilled beef rice paper rolls
    - meat and prawn rice paper rolls
    - pork and prawn salad
    - shrimp toast
    - spring rolls.

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Ingredients may include:	• condiments • eggs • farinaceous products • herbs and spices • poultry • meats • seafood • rice • vegetables • specific ingredients for particular Asian dishes and cuisines.
Equipment may include:	• cutting, chopping and slicing implements • grills and griddles • mortar and pestle • pans • steamers • stone grinders • woks.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal: • balance

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	• colour • contrast • changing plated food for practicality of: • customer consumption • service • wiping drips or spills.
Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC203 Produce Asian stocks and soups

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC003A Prepare stock and soups for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare stocks and soups for Asian cuisines.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***stocks and soups*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to food production sequencing. 3.2 Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements. 3.3 Minimise waste and store reusable by-products.
4. Cook stocks and soups.	4.1 Select and use cookery methods for stocks and soups according to recipe. 4.2 Follow correct timing and temperature requirements when cooking stocks and soups to maintain quality. 4.3 Use sauces to achieve required results. 4.4 Incorporate stocks into other dishes according to standard recipes and cuisine requirements. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present stocks and soups.	5.1 Portion and present soups on appropriate serviceware. 5.2 Add accompaniments and garnishes as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in

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appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of stocks and soups:
  - herbs and spices
  - meat
  - sauces
  - seafood
  - vegetables
- cultural and regional considerations and variations for stocks and soups
- characteristics of stocks and soups and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours

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    - taste
    - texture
- contents of stock date codes and rotation labels
- preparation and cooking methods for stocks and soups
- equipment used to produce stocks and soups:
    - essential features and functions
    - safe operational practices
- storage of stocks and soups:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of stocks and soups for one or more cuisines, including use of:
	  • beef
	  • chicken
	  • lamb
	  • seafood
	  • vegetables
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for stocks and soups
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Asian stocks and soups.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace

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documentation defined in the

- Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing stocks and soups
- evaluation of the taste of stocks and soups prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of stocks and soups for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for stocks and soups, equipment, cookery methods

and appropriate environmental storage conditions

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • dietary requirements • portion control • quantities • special customer requests.

Stocks and soups may be:	• Chinese:
	  • won ton short, long, noodle and egg flower soups
	• Indian:
	  • dhal
	  • rasam
	• Indonesian:
	  • soto ayam
	  • soto kambing
	• Japanese:
	  • miso
	• Malay and Nonya:
	  • sup ayam
	  • sup kambing
	• Thai:
	  • tom ka kai
	• Vietnamese:
	  • sour fish soup
	  • tom yum.

Equipment may include:	• blenders
	• cutting implements
	• cooking surfaces:
	  • griddles
	  • hot plates
	• graters
	• grinders
	• steamers
	• woks
	• utensils:
	  • ladles
	  • skimmers.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty

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- sour
- sweet
- umami

- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Asian Cookery

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SITHASC204 Produce Asian sauces, dips and accompaniments

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC004A Prepare sauces, dips and accompaniments for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present sauces, dips and accompaniments for Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for sauces, dips and accompaniments from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to food production sequencing. 3.2 Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements. 3.3 Minimise waste and store reusable by-products.
4. Prepare sauces, dips and accompaniments.	4.1 Prepare cooked and uncooked sauces, dips and accompaniments according to recipes and ***variations***. 4.2 Prepare fresh fruit sauces as required. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store sauces, dips and accompaniments.	5.1 Present sauces, dips and accompaniments on appropriate serviceware. 5.2 Visually evaluate dish and ***adjust presentation***. 5.3 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of sauces, dips and accompaniments:
  - aromatics
  - herbs and spices
  - fruit
  - pastes
  - sauces
  - vegetables
- cultural and regional considerations and variations for sauces, dips and accompaniments
- characteristics of sauces, dips and accompaniments and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture

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- contents of stock date codes and rotation labels
- preparation methods and considerations for sauces, dips and accompaniments:
  - cooking methods
  - re-heating
- equipment used to produce sauces, dips and accompaniments:
  - essential features and functions
  - safe operational practices
- storage of sauces, dips and accompaniments:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of sauces, dips and accompaniments for one or more cuisines
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for sauces, dips and accompaniments
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Asian sauces, dips and accompaniments.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training

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kitchen servicing customers

- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing sauces, dips and accompaniments
- evaluation of the taste of sauces, dips and accompaniments prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of sauces, dips and accompaniments for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sauces, dips and accompaniments, equipment, cookery

methods and appropriate environmental storage conditions

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHASC202 Produce Asian appetisers and snacks
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ingredients may include:

- aromatics
- fish sauce

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	• fruits
	• herbs and spices
	• juices:
	  • lemon
	  • lime
	• shrimp paste
	• stocks
	• sweetening agents:
	  • honey
	  • palm sugar
	  • sugar
	• tamarind
	• vegetables.

Variations may relate to:	• preferences and requirements:
	  • texture
	  • consistency
	• size and format of ingredients
	• type and format of garnishes
	• use and combinations of particular ingredients.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:

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	• balance
	• colour
	• contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC205 Produce Asian salads

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC005A Prepare salads for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare salads, including sauces, dressings and accompaniments for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***salad ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to food production sequencing. 3.2 Cut and prepare salad ingredients. 3.3 Measure and weigh ingredients for sauces and dressings. 3.4 Minimise waste and store reusable by-products.
4. Prepare salads, sauces and dressings.	4.1 Cook and combine salad ingredients according to recipe. 4.2 Prepare marinades, flavourings and sauce mixtures and store at correct temperature until required. 4.3 Prepare ***accompaniments*** for salads as required. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store salads.	5.1 Present salads on appropriate serviceware. 5.2 Add accompaniments, garnishes and sauces as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of salads:
  - herbs and spices
  - fruit
  - vegetables
- cultural and regional considerations and variations for salads
- characteristics of salad ingredients and finished dishes:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods and considerations for salads:
  - cutting

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  - marinating
  - cooking of ingredients
- equipment used to produce salads:
  - essential features and functions
  - safe operational practices
- storage of salads:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of salads for one or more cuisines
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for salads
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Asian salads.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing salads • evaluation of the taste of salads prepared by the individual • projects that allow assessment of the individual's ability to produce a variety of salads for different occasions • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for salads, equipment, cookery methods and appropriate • environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHASC202 Produce Asian appetisers and snacks • SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Salads may include:

- Indonesian:
  - emping melinjo
  - gado-gado
  - pecel and rujuk
  - urap
- Japanese:
  - aemono
  - sunomono
- Malay and Nonya:
  - achar
  - achar timun
  - kerabu
  - krupuk
  - rujuk
- Thai:
  - larp
  - yam
- Vietnamese:
  - goi ga
  - goi tom thit.

Ingredients may include:

- bean curd
- eggs
- fruits
- herbs and spices
- meat
- pastes:
  - rempah
  - sambal
- pickles, including achar timun
- poultry
- rice and farinaceous products
- sauces and dressings:
  - condim
  - kecap asin
  - kecap manis
  - nam pla
- seafood
- seeds
- roots
- vegetables.

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Equipment may include:	• choppers • knives • mortar and pestle • slicers.
Accompaniments may include:	• chutney • nuts • pickles • rice • sauces • vegetables.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity

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- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC206 Produce Asian rice and noodles

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC006A Prepare rice and noodles for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare rice and noodles for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for ***rice and noodle dishes*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to food production sequencing. 3.2 Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements. 3.3 Soak, wash and marinate ingredients as required. 3.4 Minimise waste and store reusable by-products.
4. Cook rice and noodle dishes.	4.1 Select and use cookery methods for rice and noodle dishes according to recipe. 4.2 Prepare ***accompaniments***, marinades, flavourings and sauce mixtures and store at correct temperature until required. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.4 Select reheating methods for rice and noodles as required, maintaining quality, freshness, eating characteristics and appearance.
5. Present cooked rice and noodle dishes.	5.1 Present rice and noodle dishes on appropriate serviceware. 5.2 Add accompaniments, garnishes and sauces as required. 5.3 Visually evaluate dish and ***adjust presentation***.

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5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of rice and noodle dishes:
  - herbs and spices
  - rice varieties
  - noodle varieties
- cultural and regional considerations and variations for rice and noodle dishes
- characteristics of rice and noodle dishes and their ingredients:
  - accompaniments and sauces
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours

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  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for rice and noodle dishes:
  - marinating
  - soaking
  - washing
- cookery methods for rice and noodle dishes:
  - boiling
  - frying
  - steaming
  - temperatures
  - timing
- equipment used to produce rice and noodle dishes:
  - essential features and functions
  - safe operational practices
- storage of rice and noodle dishes:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of rice and noodle dishes for one or more cuisines
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for rice and noodle dishes
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing

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Asian style rice and noodles.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing rice and noodle dishes
- evaluation of the taste of rice and noodle dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of rice and noodle dishes for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for rice and noodle dishes, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHASC201 Produce dishes using basic methods of Asian cookery
- SITXFSA201 Participate in safe food handling practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

F***ood production requirements*** may include:	• deadlines • dietary requirements • portion control • quantities • special customer requests.
Ingredients may include:	• aromatics • fats • flavourings • fruits • oils • meat • nuts • seafood • seaweed • vegetables.

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Rice and noodle dishes may include:

- Chinese:
  - egg noodles
  - glass noodles
- Indonesian:
  - mee goreng
  - mee soto
- Japanese:
  - egg noodles
  - udon
  - buckwheat
  - white wheat
  - soba (mori soba and kake soba)
- Malay and Nonya:
  - nasi goreng
  - mee goreng
  - mee siam
- Thai:
  - khanom
  - pad
- Vietnamese:
  - egg noodles
  - rice noodles.

Equipment may include:

- deep and shallow pots and pans
- electric rice cookers and steamers
- traditional steamers.

Accompaniments may include:

- condiments
- main dishes
- salads
- stocks and sauces.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy

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- crispy
- crunchy
- fibrous
- moist
- mousse
- rich
- slippery
- smooth
- velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC207 Produce curry pastes and powders

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC009A Prepare curry paste and powder for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare curry pastes and powders for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. Cuisines may be Indonesian, Indian, Malay, Nonya or Thai.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for ***curry pastes and powders*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure and weigh ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare and use curry pastes and powders.	4.1 Prepare, roast and grind herbs and spices for curry pastes or powders. 4.2 Select and using cooking methods for pastes according to recipe. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.4 Apply prepared pastes and powders in correct quantities to curries and ***other dishes***, according to recipe.
5. Package and store curry pastes and powders.	5.1 Preserve taste and quality through use of appropriate packaging. 5.2 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of curry pastes and powders:
  - aromatics
  - fat compounds
  - herbs and spices
- cultural and regional considerations and variations for curry pastes and powders
- characteristics of curry pastes and powders ingredients and finished dishes:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - plant structure and parts used for herbs and spices
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods and considerations for curry pastes and powders:

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  - marinating
  - cooking
  - chemical reactions in various processes
- equipment used to produce curry pastes and powders:
  - essential features and functions
  - safe operational practices
- storage of curry pastes and powders:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of curry pastes and powders for one or more cuisines
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for curry pastes and powders
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing curry pastes and powders.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers

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- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing curry pastes and powders
- evaluation of the taste of curry pastes and powders prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of curry pastes and powders for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for curry pastes and powders, equipment, cookery
- methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHASC204 Produce Asian sauces, dips and accompaniments
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Ingredients may include:

- aromatic leaves:
  - bayleaf
  - lemongrass
- edible flowers
- meat
- peels:
  - lemon
  - lime
  - orange
- seafood
- seeds
- spices:
  - ajwain
  - asfoetida
  - cinnamon
  - cardamom
  - cloves
  - coriander
  - cumin
  - fennel and fennel seeds
  - fenugreek
  - mace
  - mustard seeds
  - peppers
  - nutmeg
  - turmeric
- vegetables.

Curry pastes and powders and the finished menu items produced may include:

- Indian:
  - chat
  - chaana ka
  - curry powder and spice combination
  - Kashmiri
  - masala, including garam
  - sambhar
- Indonesian:

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- bumbu
- kare
- Malay and Nonya:
  - gulai
  - rempah
- Thai:
  - gaeng.

Equipment may include:

- mortar and pestle
- stone grinders.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Other dishes may include:

- fish cakes
- fat compounds:
  - coconut milk
  - ghee
- oils:
  - coconut
  - mustard
  - peanut
  - sesame
- sauces:
  - kecap manis

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- kecap asin
- shrimp:
  - cakes (blachan)
  - paste (peti)
- vegetables, edible flowers and aromatic leaves
- meat and poultry, including pork, beef, lamb, chicken and duck
- seafood
- vegetarian items, such as tofu and lentils
- nuts, such as cashews and peanuts.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC301 Produce Asian cooked dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC007A Prepare meat, poultry, seafood and vegetables for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook meat, poultry, seafood and vegetable dishes for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for ***Asian cooked dishes*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to food production sequencing. 3.2 Measure, weigh and portion ingredients according to recipe requirements. 3.3 Select and use ***preparation methods*** according to recipe requirements. 3.4 Minimise waste and store reusable by-products.
4. Cook Asian dishes.	4.1 Select and use ***cookery methods*** for Asian cooked dishes according to recipe. 4.2 Prepare marinades, flavourings and sauce mixtures. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present Asian cooked dishes.	5.1 Present Asian cooked dishes on appropriate serviceware. 5.2 Add accompaniments, garnishes and sauces as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in

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appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of Asian cooked dishes:
  - herbs and spices
  - meat
  - poultry
  - seafood
  - sauces
  - vegetables
- cultural and regional considerations and variations for Asian cooked dishes
- characteristics of Asian cooked dishes and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style

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    - strength of flavours
    - taste
    - texture
- contents of stock date codes and rotation labels
- preparation techniques for ingredients in Asian cooked dishes:
    - blanching
    - chopping
    - cleaning
    - coating
    - cutting
    - dicing
    - gutting
    - filleting
    - marinating
    - peeling
    - portioning
    - slicing
    - tenderising
    - trimming
- equipment used to produce Asian cooked dishes:
    - essential features and functions
    - safe operational practices
- storage of Asian cooked dishes:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to prepare multiple Asian cooked dishes, including:
	  • meat
	  • poultry
	  • seafood

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- vegetables
- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - quality indicators for Asian cooked dishes
  - cookery methods
  - features, functions and safe use of food preparation equipment
- food safety practices for handling and storing Asian cooked dishes.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines;
- this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing Asian cooked dishes
- evaluation of the taste and visual appeal of Asian cooked dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of Asian cooked dishes
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for different dishes, equipment, cookery methods and appropriate
- environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units

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relevant to the industry sector, workplace and job role, for example:

- SITHASC206 Produce Asian rice and noodles
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ingredients may include:

- condiments
- eggs
- farinaceous products
- herbs and spices
- poultry
- meats
- seafood
- rice
- vegetables
- specific ingredients for particular Asian dishes and cuisines.

Asian cooked dishes may include:

- Chinese:
  - beef with cashews
  - roast pork and duck
  - stir fried vegetables
- Indian:
  - dhal
  - fish in tamarind sauce
  - kari
  - lamb kebabs
- Indonesian:
  - gado gado
  - grilled skewered chicken
- Japanese:
  - beef, chicken and fish teriyaki
- Malay and Nonya:
  - chargrilled coconut fish

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- ikan panggang
- rending daging lembu
- sugar cane chicken

- Thai:
  - gaeng
  - kapi
  - krung gaeng
  - makrut
  - nam pla
  - takrai
- Vietnamese:
  - beef in coconut milk
  - ginger chicken
  - steamed vegetables.

Equipment may include:

- barbecues
- grills
- hot plates
- ovens
- spits
- steamers
- tandoori ovens
- woks.

Preparation methods may include:

- blanching
- chopping
- cleaning
- coating
- cutting
- dicing
- gutting
- filleting
- marinating
- peeling
- portioning
- slicing
- tenderising
- trimming.

Cookery methods may include:

- drying
- marinating
- pickling
- smoking
- steaming

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- tandoor cookery
- wok cookery.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC302 Produce Asian desserts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC008B Prepare desserts for Asian cuisines. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select, prepare desserts for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for ***Asian desserts*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure, weigh and portion wet and dry ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare desserts.	4.1 Prepare desserts and sweets in correct shapes and sizes and with correct fillings, according to recipe. 4.2 Select and using ***cookery methods*** for Asian desserts. 4.3 Prepare ***special occasion*** desserts. 4.4 Follow safe procedures for reheated items. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store desserts.	5.1 Present desserts on appropriate serviceware. 5.2 Assess and add accompaniments, sauces and syrups as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of Asian desserts
- cultural and regional considerations and variations for Asian desserts
- characteristics of ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - special occasion desserts
  - taste
  - texture and consistency
- contents of stock date codes and rotation labels
- preparation and cookery methods for Asian desserts:
  - baking
  - boiling

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  - chilling
  - deep-frying
  - filling
  - freezing
  - marinating
  - shaping
  - simmering
  - steaming
- equipment used to produce Asian desserts:
  - essential features and functions
  - safe operational practices
- storage of Asian desserts:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• ability to prepare a range of Asian dessert items, including:
	  • hot
	  • cold
	  • special occasion
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for Asian desserts
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Asian desserts.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures,

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large and small equipment and workplace documentation defined in the

- Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing Asian desserts
- evaluation of the taste and visual appeal of Asian desserts prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of Asian desserts for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms quality indicators for Asian desserts, equipment, cookery

methods and appropriate environmental storage conditions

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Ingredients may include:

- bean products
- coconut cream and flesh
- eggs
- flavourings
- flour and farinaceous products
- flowers
- fruits
- halva
- kulfi
- milk products
- rice and rice products
- setting agents and thickeners
- specialised ingredients:
  - saku peek
  - kanom talai
  - khaw neaw mamuang
- seaweed and jelly powders
- spices
- sweet potatoes
- sweeteners
- yeast.

Asian desserts may include:

- Chinese:
  - sweet buns
- Indian:
  - gulab jamoons
- Indonesian:
  - kueh
- Malay and Nonya:
  - serikaya
  - bikang
  - dadar gulung
  - kuih
- Thai:

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- da ku
- kao nieu tu
- moon sum palang
- tua bab

- Vietnamese:
  - sweet soups.

Equipment may include:

- bowls
- traditional and contemporary steamers
- whisks
- spoons
- ladles.

Cookery methods may include:

- baking
- boiling
- chilling
- deep-frying
- freezing
- marinating
- shaping ingredients
- simmering
- steaming.

Special occasions may include:

- banquets
- commemorative events
- feast days
- symbolic events
- weddings.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse

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	• rich • slippery • smooth • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC303 Produce Japanese cooked dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC016A Prepare and produce Japanese simmered, grilled, deep-fried and steamed dishes. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce a range of Japanese dishes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Japanese cuisine and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Cook Japanese dishes.	4.1 Select and use relevant cookery methods. 4.2 Prepare stocks according to recipe specifications. 4.3 Prepare ***condiments and accompaniments*** according to recipe guidelines. 4.4 Prepare and use marinades following required steps to ensure flavour balance and fragrance quality. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present Japanese cooked dishes.	5.1 Present dishes on appropriate serviceware. 5.2 Add sauces and garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of meat and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different Japanese cooked dishes:
  - condiments
  - meat
  - seafood
  - vegetables
- cultural and regional considerations and variations
- characteristics of Japanese cooked dishes:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- cookery methods for Japanese cooked dishes:

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  - deep frying
  - grilling
  - simmering
  - steaming
- equipment used to produce Japanese cooked dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operational practices
- storage of Japanese cooked dishes:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to prepare multiple Japanese cooked dishes using a range of cookery methods including:
	  • deep frying
	  • grilling
	  • one-pot cookery
	  • simmering
	  • steaming
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	quality indicators for Japanese dishes
	  • cookery methods
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Japanese cooked dishes.

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Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the
	• Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing for and producing Japanese cooked dishes • evaluation of the taste and visual appeal of Japanese cooked dishes prepared by the individual • projects that allow assessment of the individual's ability to produce a variety of Japanese cooked dishes • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for dishes, equipment, cookery methods and • appropriate environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Ingredients may include:

- condiments:
  - dried
  - fresh
  - preserved
- meat:
  - beef
  - chicken
  - pork
- seafood:
  - fish
  - prawns
  - squid
- seaweed
- stocks:
  - dashi
  - katsuo
- tofu
- vegetables:
  - beans
  - leafy
  - root.

Equipment may include:

- barrels
- baskets
- cast iron items
- cooking ranges:
  - electric
  - gas
- chopsticks
- drainers
- knives
- scoops
- steamers.

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Condiments and accompaniments may include:	• daikon
	• dipping sauces:
	  • lemon
	  • sesame
	  • soy
	• mirin
	• miso
	• pickles
	• rice
	• sake
	• udon noodles
	• vegetables.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	  • wiping drips or spills.

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Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC304 Produce sashimi

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC015A Prepare and produce Japanese raw fish (sashimi). Title simplified. Unit structure made consistent across all cooking units. Re-worked elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present raw fish dishes for Japanese cuisine. It requires the ability to select and prepare ingredients, using relevant equipment.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select sashimi ingredients from stores according to recipe, quality, freshness and stock rotation requirements. 1.4 Evaluate freshness and quality of fish prior to preparation.
2. Select, prepare and use equipment.	2.1 Select knives and equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and equipment safely and hygienically according to manufacturer instructions.
3. Prepare fish and accompaniments.	3.1 Maintain and kill live seafood in a humane manner and according to regulations. 3.2 Clean, gut and fillet fish and shellfish efficiently. 3.3 Prepare accompaniments according to recipe specifications. 3.4 Minimise waste and store reusable by-products.
4. Present sashimi.	4.1 Serve sashimi on tableware of appropriate shape, size and colour taking steps to retain freshness and quality. 4.2 Present sashimi with required garnishes, sauces, dips and accompaniments according to regional and recipe requirements. 4.3 Visually evaluate dish and adjust presentation. 4.4 Ensure food safety, quality and shelf life by storing food in appropriate environmental conditions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust flavorings where sauces and accompaniments are not balanced as required
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment, including Japanese knives.

Required knowledge

- culinary terms and trade names for sashimi ingredients:
  - fish types
  - herbs and spices
  - condiments
  - thickening and flavouring agents
  - season delicacies
- cultural and regional considerations and variations for sashimi
- characteristics of sashimi:
  - accompaniments and garnishes
  - appearance and presentation:
    - artistic arrangement
    - uniformity of pieces
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture

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- contents of stock date codes and rotation labels
- preparation methods for sashimi:
  - cutting
  - portioning
  - uniformity
- equipment used to produce and present sashimi:
  - essential features and functions
  - safe operational practices
- storage of sashimi:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare sashimi and its accompaniments, including:
	  • kobujime
	  • sashimi (moriawase)
	  • tataki
	  • usu zukuri
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for sashimi
	  • sashimi ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	• food safety practices for handling and storing sashimi.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the • Assessment Guidelines; this can be a:

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- real industry workplace
- simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing sashimi
- evaluation of the taste and visual appeal of sashimi prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of sashimi for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sashimi, equipment, cookery methods and
- appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control

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- quantities
- special customer requests
- special dietary needs.

Freshness and quality may be indicated by:

- clear eyes
- correct colour of scales
- firm texture of flesh
- moist but not slimy
- pleasant sea odour
- red gills.

Equipment may include:

- items for:
  - momiji oroshi
  - sarashi-negi.

Accompaniments may include:

- fresh condiments:
  - daikon
  - ginger root and sauces
  - wasabi
- prepared items:
  - momiji
  - oroshi
  - tosa joyu.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
  - wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC305 Produce sushi

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC018A Prepare and produce Japanese rice cookery. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce sushi. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select sushi ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh, measure and prepare sushi ingredients. 3.3 Prepare dashi stocks according to recipe. 3.4 Minimise waste and store reusable by-products.
4. Prepare sushi.	4.1 Create sushi items using the sushi mat. 4.2 Prepare ***accompaniments*** and ***garnishes***, according to required style and recipe. 4.3 Follow standard recipes and make adjustments within scope of responsibility.
5. Present sushi.	5.1 Serve sushi on tableware of appropriate shape, size and colour. 5.2 Present sushi with required garnishes, sauces, dips and accompaniments. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust flavorings where sushi, sauces and accompaniments are not balanced as required
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of sushi:
  - herbs and spices
  - condiments
  - thickening and flavouring agents
  - season delicacies
- cultural and regional considerations and variations for sushi
- characteristics of sushi ingredients and finished dishes:
  - accompaniments and garnishes
  - acid balance
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - rice types
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels

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- preparation methods for sushi:
  - blending and balancing flavours and aromatics
  - cutting
  - using the mat
- equipment used to produce and present sushi:
  - essential features and functions
  - safe operational practices
- storage of sushi:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare sushi, sauces, dips and accompaniments, including:
	  • chirashi
	  • maki
	  • nagiri
	  • oshi
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for sushi
	  • sushi ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing sushi.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the

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- Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing sushi
- evaluation of the taste and visual appeal of sushi prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of sushi for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sushi, equipment, cookery methods and
- appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may

- deadlines

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include:	• portion control • quantities • special customer requests • special dietary needs.
Ingredients may include:	• fungi • omelette (tamago yaki) • preserved ginger (gari) • rice • seafood, including sashimi • seaweed • vegetables • wasabi.

Equipment may include:	• knives and slicers
	• rice cooker
	• service equipment:
	  • crockery
	  • eating utensils
	• sushi mat
	• wooden items:
	  • mixing spoon
	  • sushi bowl.

Accompaniments and ***garnishes*** may include:	• aromatics
	• pickled vegetables
	• salad items:
	  • herbs
	  • pungent mustard sprouts
	• sauces for dipping:
	  • nikiri joyu
	  • nitsume joyu.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	  • wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity

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- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC306 Produce Japanese desserts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC019A Prepare and produce Japanese fruit-based desserts, cakes and sweetmeats. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare fruits, cakes and sweetmeats in Japanese cuisine. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for Japanese cakes and sweetmeats from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure, weigh and portion wet and dry ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare sweetmeats.	4.1 Prepare desserts and sweets in correct shapes and sizes and with correct fillings, according to recipe. 4.2 Select and using cookery methods for Japanese cakes and sweetmeats. 4.3 Follow safe procedures for reheated items. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store sweetmeats.	5.1 Present sweetmeats on appropriate serviceware. 5.2 Assess and add accompaniments, sauces and syrups as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of Japanese cakes and sweetmeats
- cultural and regional considerations and variations for Japanese cakes and sweetmeats
- characteristics of ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - role of the sweet course in Japanese cuisine
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for Japanese cakes and sweetmeats:
  - filling
  - shaping

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- equipment used to produce Japanese cakes and sweetmeats:
  - essential features and functions
  - safe operational practices
- storage of Japanese cakes and sweetmeats:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• ability to prepare a range of Japanese dessert items, including:
	  • bean jelly
	  • soft cakes
	  • pastes
	  • sweet bean soup
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for Japanese desserts
	  • sweetmeat ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Japanese desserts.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers

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- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing Japanese desserts
- evaluation of the taste and visual appeal of Japanese desserts prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of Japanese desserts for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for Japanese desserts, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities

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- special customer requests.

Ingredients may include:

- agar
- fat compounds
- flour
- fruit
- rice
- sweet beans
- sweetening agents:
  - fruit juice
  - sugar.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to

- atmosphere
- humidity

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appropriate:	• light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC307 Produce dim sum

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC020A Prepare and produce Chinese dim sum. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook dim sum following standard recipes. It requires the ability to select, prepare and portion ingredients and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Chinese cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select dim sum ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Prepare coconut milk, setting agents and fresh fruits to correct consistency, according to recipe. 3.4 Minimise waste and store reusable by-products.
4. Cook dim sum.	4.1 Portion dim sum precisely. 4.2 Prepare fillings, glazing and coating agents to correct consistency, according to recipe. 4.3 Size and shape buns and dumplings. 4.4 Select and use dim sum ***cookery methods***. 4.5 Prepare ***accompaniments*** as required. 4.6 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present sweet and savoury dim sum.	5.1 Portion and serve dim sum according to recipe requirements. 5.2 Match crockery size, colour and shape to dim sum items. 5.3 Add accompaniments according to standard recipes.

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5.4 Visually evaluate dish and ***adjust presentation***.

5.5 Ensure food safety, quality and shelf life by storing dim sum and accompaniments in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of dim sum and make adjustments to ensure a quality product
  - adjust taste and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of dim sum:
  - coating and setting agents
  - coconut products
  - fat compounds
  - fillings
  - flours
  - herbs and spices
  - oils
  - meat
  - seafood
  - vegetables
- cultural and regional considerations and variations

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- characteristics of dim sum ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for dim sum:
  - blending and balancing flavours and aromatics
  - cutting
- effects of cooking techniques on nutrition, taste, texture and appearance
- equipment used to produce and present dim sum:
  - essential features and functions
  - safe operational practices
- storage of dim sum products and dishes:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare dim sum and dim sum accompaniments, including:
	  • chicken buns
	  • chive dumplings
	  • pork buns
	  • pork wontons
	  • potsticker dumplings
	  • prawn dumplings
	  • soup meat buns
	  • spring rolls
	  • stuffed bean curd

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- stuffed crab claws
- symbolic dim sums
- vegetable buns
- vegetarian dumplings

- produce food for multiple customers within commercial time constraints
- integrate knowledge of:

quality indicators for dim sum

cookery methods for different types of dim sum

- features, functions and safe use of food preparation equipment
- food safety practices for handling and storing dim sum.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the
- Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing dim sum
- evaluation of the taste and visual appeal of dim sum prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of dim sum
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for dim sum, equipment, cookery methods and appropriate
- environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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	individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities • special customer requests • special dietary needs.

Ingredients for dim sum may include:	• coconut milk
	• coating and setting agents
	• fat compounds
	• fillings, including:
	  • sweet mung bean
	  • lotus paste
	• flours:
	  • tapioca
	  • wheat
	• flowers
	• fresh fruits
	• fungi
	• meat
	• oils
	• poultry
	• seafood yeast.

Equipment may include:	• choppers • knives • mortar and pestle • pastry and dough rollers

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- skimmers
- steamers
- strainers.

Cookery methods may include:

- deep-frying
- braising
- steaming
- roasting
- baking.

Accompaniments may include:

- oils:
  - garlic
  - red
  - spring onion
- sauces:
  - garlic pepper
  - hot mustard
  - sweet and sour
  - vinegar soy
- vinegar and ginger dip.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance

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	• colour • contrast • changing plated food for practicality of: • customer consumption • service • wiping drips or spills.
Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC308 Produce Chinese roast meat and poultry dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC021A Prepare and cook Chinese roast meat cuts and poultry. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook roast meats and poultry for Chinese cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Chinese cuisine and to cooks who usually work under the guidance of more senior chefs.

It mainly applies to Szechuan and Shanghai cooking but may also be relevant to other regional styles.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select meat cuts for roasting from stores according to recipe, quality, freshness and stock rotation requirements. 1.4 Select other ingredients and marinades according to recipe specification.
2. Select, prepare and use equipment.	2.1 Select knives and other ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and other equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Thaw frozen meats safely. 3.2 Sort and assemble ingredients according food production sequencing. 3.3 Weigh and measure ingredients and create portions according to recipe. 3.4 Use meat ***preparation*** techniques according to recipe requirements. 3.5 Minimise waste and store reusable by-products.
4. Cook roast meat and poultry.	4.1 Select and use meat cookery methods. 4.2 Prepare marinades, stuffings and accompaniments as required. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store roast meat cuts	5.1 Portion and serve meats according to recipe requirements. 5.2 Carve meats using appropriate tools and techniques, taking

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and poultry.	account of meat and bone structure and waste minimisation. 5.3 Add sauces and garnishes according to standard recipes. 5.4 Visually evaluate dish and ***adjust presentation***. 5.5 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of meat and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used in the production of different roast meat and poultry dishes
  - different cuts of meat and styles of cooking
- characteristics of meat and poultry products and finished dishes:
  - appearance
  - fat content
  - freshness and other quality indicators
  - historical and cultural derivations
  - primary, secondary and portioned cuts
  - nutritional value

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  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for different cuts and types of meat:
  - boning
  - cutting
  - drying
  - larding
  - marinating
  - mincing
  - rolling
  - tenderising
  - trimming
  - trussing and tying
  - skewering
- cookery methods for different cuts and types of meat:
  - barbecuing
  - basting
  - roasting
  - smoking
- spit roasting equipment used to produce roast meat and poultry dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operational practices
- storage of meat products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow standard recipes to prepare multiple roast meat and poultry dishes using a range of cookery methods including:

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- barbecuing
- basting
- roasting
- smoking

- produce food for multiple customers within commercial time constraints
- demonstrate knowledge of meat classifications
- integrate knowledge of:
  - quality indicators for meat
  - cookery methods for different cuts and types of meat
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing Chinese roast meats and poultry.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing roast meat and poultry dishes
- evaluation of the taste and visual appeal of roast meat and poultry dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of roast meat and poultry dishes
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for meat, equipment, cookery methods and appropriate

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- environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHASC301 Produce Asian cooked dishes
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Equipment may include:

- ovens
- roasting drums
- open spit smoke ovens
- hooks
- boning, filleting and chopping knives
- light and heavyweight cleavers.

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Preparation may include:	• boning • cutting • drying • larding • marinating • mincing • rolling • tenderising • trimming • trussing and tying • skewering.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to	• atmosphere

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appropriate:	• humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC309 Produce tandoori dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC022A Prepare and produce tandoori food items. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a variety of tandoori dishes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for tandoori dishes from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure, weigh and portion spices, tandoori and curry powders according to recipe. 3.3 Marinate ingredients under ***required conditions***. 3.4 Minimise waste and store reusable by-products.
4. Cook tandoori items.	4.1 Select and using tandoori cooking methods according to recipe ingredients used. 4.2 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store tandoori dishes.	5.1 Present tandoori dishes on appropriate serviceware. 5.2 Add ***accompaniments*** as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of tandoori items:
  - tandoori powder
  - curry powder
- cultural and regional considerations and variations for tandoori
- characteristics of tandoori ingredients and finished dishes, including meat, poultry and seafood:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for tandoori:
  - marinating
  - cooking

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- equipment used to produce tandoori:
  - essential features and functions
  - safe operational practices
- storage of tandoori dishes:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• ability to prepare tandoori dishes and marinades, including:
	  • meat
	  • poultry
	  • seafood
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for tandoori dishes
	  • tandoori spice ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing tandoori dishes.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers

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- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing tandoori dishes
- evaluation of the taste and visual appeal of tandoori dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of tandoori dishes for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for tandoori dishes, equipment, cookery methods and
- appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • dietary requirements • portion control • quantities • special customer requests.
Ingredients may include:	• curry powder: • masala • meat • poultry • seafood • tandoori powder.
Required conditions may include:	• chilling • covered containers.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

Accompaniments may include:	• rice • vegetables • pickles • chutney • sauces.
To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:

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	• balance • colour • contrast • changing plated food for practicality of: • customer consumption • service • wiping drips or spills.
Environmental conditions may include:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC310 Produce Indian breads

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC023A Prepare and produce Indian breads. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a variety of Indian breads. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ***ingredient*** amounts according to requirements. 1.3 Identify and select ingredients for Indian breads from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare and cook breads.	4.1 Shape and size breads according to recipe and organisational standards. 4.2 Select and using cooking methods according to recipe and bread type. 4.3 Follow standard recipes and make food quality adjustments within scope of responsibility.
5. Present and store breads.	5.1 Present crackers on appropriate serviceware. 5.2 Add ***accompaniments*** as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing breads in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of Indian breads:
  - fats
  - flours
  - milk products
  - yeast products
- cultural and regional considerations and variations for crackers
- characteristics of Indian bread ingredients and finished items:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - matching of bread to different dishes
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for Indian breads:

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  - baking
  - frying
  - kneading
  - moulding
  - shaping
- equipment used to produce Indian breads:
  - essential features and functions
  - safe operational practices
- storage of Indian breads:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• ability to prepare Indian breads, including:
	  • chapatis
	  • dosa
	  • naan
	  • paratha
	  • pooris
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for Indian breads
	  • bread ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Indian breads.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace

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documentation defined in the Assessment Guidelines; this can be a:
- real industry workplace
- simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing breads
- evaluation of the taste and visual appeal of breads prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of breads for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics

written or oral questioning to assess knowledge of culinary terms, quality indicators for breads, equipment, cookery methods and

- appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Food production requirements may include:	• deadlines • dietary requirements • portion control • quantities • special customer requests.

Ingredients may include:	• baking powder
	• fat compounds
	• flour products:
	  • atta
	  • lentil
	  • maida
	• milk products:
	  • sour cream
	  • yoghurt
	• seasonings
	• yeast products.

Equipment may include:	• cast iron pan (tava) • wok (karahi) • clay oven (tandoori oven).
Accompaniments may include:	• appetisers • beverages • chutney • main course dishes • pickles • rice • sauces • snacks • vegetables.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light

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- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC311 Produce Indian sweetmeats

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC024A Prepare and produce Indian sweetmeats. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook sweetmeats for Indian cuisine. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for ***Indian desserts and sweets*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure, weigh and portion wet and dry ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare sweetmeats.	4.1 Prepare desserts and sweets in correct shapes and with correct fillings, according to recipe. 4.2 Follow safe procedures for reheated or refried items. 4.3 Maintain quality control through correct use of milk products and setting and thickening agents. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store sweetmeats.	5.1 Present sweetmeats on appropriate serviceware. 5.2 Assess and add accompaniments, sauces and syrups as required. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of Indian sweetmeats
- cultural and regional considerations and variations for Indian sweetmeats
- characteristics of sweetmeat ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for Indian sweetmeats:
  - filling
  - shaping
- equipment used to produce sweetmeats:

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  - essential features and functions
  - safe operational practices
- storage of sweetmeats:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• ability to prepare a range of Indian sweetmeats
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for sweetmeats
	  • sweetmeat ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Indian sweetmeats.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- direct observation of the individual preparing sweetmeats
- evaluation of the taste and visual appeal of sweetmeats prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of sweetmeats for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sweetmeats, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Ingredients may include:

- curry powders
- fat compounds
- flavourings and aromatics
- flours
- gold leaf
- herbs, spices and seed pods

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	• milk products • preservatives • rice • rose water • sweeteners • syrups • thickening agents.
Indian desserts and sweets may include:	• gajar-ka-halva • gulab jamoon • kheer • kulfi • malpue • shahitukra.
Equipment may include:	• cane baskets and banana leaf linings • cast iron or stainless steel pots • crockery • frypans • platters • steamers • woks.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

Accompaniments may include:	• rice

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	• vegetables • pickles • chutney • sauces.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITHASC312 Produce Indian pickles and chutneys

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHASC025A Prepare Indian pickles and chutneys. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare pickles and chutneys served to accompany Indian curries. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm food production requirements and select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** for pickles and chutneys from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Measure and weigh ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare pickles and chutneys.	4.1 Select and use cooking methods according to recipe. 4.2 Use correct quantities of preservatives and colorants. 4.3 Observe timing and maturation requirements. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store cooked pickles and chutneys.	5.1 Present pickles and chutneys with complementary main dishes on appropriate serviceware. 5.2 Preserve taste and quality through use of appropriate packaging. 5.3 Ensure food safety, quality and shelf life by storing food in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients, dishes and food items
  - adjust cooking where deficiencies are identified
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of pickles and chutneys:
  - curry powders
  - herbs and spices
- cultural and regional considerations and variations for pickles and chutneys
- characteristics of pickles and chutney ingredients and finished dishes:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods and considerations for pickles and chutneys:
  - marinating
  - cooking
  - chemical reactions in various processes

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- equipment used to produce pickles and chutneys:
  - essential features and functions
  - safe operational practices
- storage of pickles and chutneys:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of pickles and chutneys
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for pickles and chutneys
	  • ingredients
	  • cultural considerations
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing Indian pickles and chutneys.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- direct observation of the individual preparing pickles and chutneys
- evaluation of the taste and visual appeal of pickles and chutneys prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of pickles and chutneys for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for pickles and chutneys, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Ingredients may include:

- aromatics
- colourants
- curry powders
- flavourings

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- fruits
- herbs and spices:
  - coriander
  - cumin
  - fenugreek
  - red pepper
  - turmeric
- preservatives
- thickening agents
- vegetables:
  - bulb
  - root.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Asian Cookery

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SITXCCS101 Provide information and assistance

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTVAF001A Provide venue information and assistance. Title changed to better reflect the intent and content of the unit and re-categorised to Customer and Client Service. Broadened from venue context to capture any service environment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide customers with information and assistance on facilities and services.

Application of the Unit

This unit applies to frontline service personnel working in a range of tourism, travel, hospitality, entertainment and cultural contexts. Provision of information and assistance is often face-to-face but may be by telephone or other remote mechanism. Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work, e.g. animal handlers in a zoo or technicians in a theatre.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and update information.	1.1 Source and access ***information on facilities and services***. 1.2 Incorporate information into day to day working activities. 1.3 Support efficiency and quality of service by sharing information with colleagues. 1.4 Identify and use ***opportunities to update and maintain facility and service knowledge***.
2. Assist customers.	2.1 Proactively identify information and assistance needs of customers, including those with special needs. 2.2 Provide accurate information in a clear, courteous and culturally appropriate way. 2.3 Where appropriate, assist or instruct customers in the use of equipment and facilities according to safety requirements, or refer to relevant colleagues. 2.4 Identify and use opportunities to promote internal products and services.
3. Seek feedback on services.	3.1 Proactively seek ***feedback*** on services from customers. 3.2 Observe customer behaviour to inform future service developments and follow procedures for formal customer evaluation. 3.3 Provide information on customer feedback to relevant colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:

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    - interact in a friendly and courteous way with customers
    - provide clear and accurate information
- literacy skills to:
    - source information on a predictable range of customer requests
- problem-solving skills to identify and respond to situations where referral to others is required
- self-management skills to keep up-to-date with information
- teamwork skills to share information with colleagues.

Required knowledge

- sources of information on organisational services and facilities
- organisational facilities, services and procedures, including for those with special needs, such as parking, exhibits, show times, retail outlets and special events
- sources of advice and referral
- safety and emergency procedures for customers, colleagues and self
- sources of customers in the relevant industry context.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • access information on relevant services and facilities • provide information and assistance in response to multiple and diverse requests in a courteous and culturally appropriate manner.
Context of and specific resources for assessment	Assessment must ensure use of: • other people to allow for the demonstration of interpersonal skills.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual providing assistance and information • use of case studies to assess ability to source different types of information for different purposes • written or oral questioning to assess knowledge of

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	information sources and the role of information systems within the venue • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTGDE101 Interpret aspects of local Australian Indigenous culture.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information on facilities and services may relate to:	• access • cloaking • direction or location of facilities • facilities for those with special needs • food and beverage • new activities, events or procedures • opening hours • operational changes • pricing • promotional activities • retail • ticket sales • times of activities or events.
Opportunities to update and maintain facility and service knowledge may include reference to:	• discussions with colleagues • internal newsletters • leaflets and brochures • staff noticeboards • team meetings.
Feedback may be:	• formal, including surveys, interviews and structured questioning • informal, including observation or casual discussion.

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Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS201 Provide visitor information

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXCCS001B Provide visitor information. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to access general information on facilities, products and services available in the local area and to provide this to visitors.

Application of the Unit

This unit applies to a range of tourism, travel, hospitality, event, entertainment and cultural sectors.

It applies to frontline service personnel who routinely respond to visitor requests for general local area information. They may be working independently or with guidance from others in restaurants, hotels, wineries, attractions, entertainment venues, tour operations, visitor information centres and at tour desks.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and update visitor information.	1.1 Identify and access ***sources*** of ***visitor information***. 1.2 Obtain general information on different local facilities, products and services to meet different customer needs. 1.3 Share information with colleagues to support the efficiency and quality of service. 1.4 Identify and use ***opportunities*** to update and maintain local area knowledge.
2. Provide information to visitors.	2.1 Identify the specific information and assistance needs of the customer. 2.2 Provide an appropriate scope and depth of information to meet customer needs. 2.3 Promote ***internal products and services***.
3. Seek feedback on information provision.	3.1 Proactively seek visitor feedback to ensure all required information has been provided. 3.2 Follow procedures for any formal customer evaluation. 3.3 Provide internal feedback on visitor information services.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact in a friendly and courteous way with customers
  - promote local products and services
- learning skills to continuously update local area knowledge
- literacy skills to:
  - read and comprehend product and local area information
  - research, sort and use relevant information
  - write simple notes on products and local services

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- problem-solving skills to identify knowledge deficiencies and seek information to satisfy visitor enquiries
- teamwork skills to share local area information with colleagues and provide internal feedback.

Required knowledge

- sources of information on the local area, facilities and general products available
- sources of information on organisational products and services
- major local attractions and events, transport options and general visitor facilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • respond to multiple and diverse customer requests and provide local area information to meet their needs • source accurate and current information on the local area • integrate knowledge of the local area when providing general information.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry environment where visitor information is sourced and provided to customers • current information on the local area, facilities and general products available • customers with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation, using role plays, to assess the individual's ability to use local knowledge to answer a variety of customer questions • projects and activities to source and obtain current, accurate and relevant local information • written or oral questioning to assess knowledge of sources of information on the local area, facilities and

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general products available
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS201 Provide porter services
- SITHACS303 Provide accommodation reception services
- SITXCCS202 Interact with customers
- SITXCCS302 Provide club reception services
- SITXCOM201 Show social and cultural sensitivity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- brochures
- library
- local council
- local people, including local identities with specialised knowledge
- local visitor guide booklets
- maps
- online reservations systems
- organisation information
- organisation-designed information systems, e.g. inventory control database
- principal supplier of the product
- product library
- room directories
- social media websites
- state or territory government tourism authority information systems
- supplier of the product
- the Internet

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Visitor information may include:

- timetables.
- accommodation options:
  - backpacker lodges
  - holiday parks and resorts
  - hotels
  - motels
- attractions:
  - animal parks
  - art galleries
  - museums
  - national parks
  - walks
  - wineries
  - zoos
- cruises
- dining options:
  - cafes
  - food halls
  - food markets
  - restaurants
- vehicle rental
- entertainment venues:
  - cinemas
  - theatres
  - performing arts centres
- events
- local facilities:
  - airline offices
  - banks
  - dentists
  - doctors
  - currency exchanges
  - hairdressers
  - hospitals
  - emergency services
  - post offices
  - travel agencies
- local shopping facilities:
  - centres
  - malls

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- markets
- souvenir shops

- local transport options:
  - buses
  - ferries
  - taxis
  - trains
- organisation-specific information
- road conditions
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions.

Opportunities may include:

- attending team meetings
- informal discussions with colleagues
- listening to radio
- ongoing contact with principal or supplier of the product or service
- participating in local familiarisation tours
- reading:
  - brochures
  - and internal newsletters
  - leaflets
  - local newspapers
  - staff noticeboards
- talking and listening to colleagues and customers
- using personal observation or exploration
- visiting the local information centre
- watching television, videos and films.

Internal products and services may include:

- accommodation
- activities
- general retail products and souvenirs
- products made by the organisation:
  - craft items
  - food
  - wine
- restaurant products
- tours.

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Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS202 Interact with customers

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to both internal and external customers. It requires the ability to greet and serve customers and cover a range of customer service enquiries including routine customer problems.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

The unit applies to customer service personnel who operate under close supervision and with guidance from others. They provide routine customer service and would not be expected to respond to complex customer requests or complaints.

This includes volunteers in visitor information centres, housekeeping attendants, assistants in Indigenous cultural centres, assistant Indigenous guides, office assistants and receptionists for tour operators and retail travel agencies, retail sales assistants and ride attendants at attractions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Greet and serve customers.	1.1 Make ***customers*** a priority over other workplace duties. 1.2 Greet customers in a polite and friendly manner. 1.3 ***Communicate with customers*** clearly and concisely. 1.4 Use questions and actively listen to customer responses to determine their needs. 1.5 Show interest in customer needs and maintain a welcome customer environment during service delivery. 1.6 Explain and match products and services to customer needs.
2. Work with others to deliver service.	2.1 Identify personal limitations in serving the needs of customers and seek assistance from ***others***. 2.2 Follow the directions of supervisors and managers to deliver quality service. 2.3 Resolve ***routine customer problems*** according to individual empowerment and ***organisational policy***. 2.4 Refer other service issues to a higher level staff member for action.
3. Provide feedback on customer service.	3.1 Report service issues and customer problems as they arise. 3.2 Provide customer feedback to relevant supervisors or managers.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with customers in a polite and friendly manner
  - ask questions and actively listen to customers to determine their needs
  - provide clear and accurate information
  - discuss customer problems with colleagues and supervisors
- problem-solving skills to recognise customer problems and resolve or refer service issues

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- teamwork skills to provide customer feedback to relevant supervisors or managers.

Required knowledge

- importance of the customer within the service industries
- customer service standards and attitudes expected by the service industries
- value of customer feedback in improving service delivery
- for the particular organisation:
  - designated response times for acknowledging and greeting customers
  - customer service policies for resolving routine customer service problems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • greet and serve customers on multiple occasions and cover a range of customer service enquiries including customer problems • demonstrate knowledge of customer service standards expected by the service industries • serve customers within designated response times.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry customer service environment where customers are served • customers with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation, using role plays, of the individual:
	  • greeting and serving customers
	  • dealing with routine customer service problems
	• use of problem-solving exercises so the individual can identify reasons for customer problems and provide suggested solutions
	• written or oral questioning to assess knowledge of:
	  • customer service standards expected by the service

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industries
    - customer service policies for resolving routine customer service problems
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SIRXSLS201 Sell products and services
- SITHACS201 Provide housekeeping services to guests
- SITHFAB206 Serve food and beverage
- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTVAF201 Load and unload a ride
- SITXCCS201 Provide visitor information
- SITXCOM201 Show social and cultural sensitivity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may be:

- external:
    - business to business
    - government
    - retail
- internal:
    - colleagues
    - managers
    - members of a team
    - staff from other departments
    - staff from other branches or locations
    - supervisors
- new or regular
- visitors.

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Ways to ***communicate with customers*** may:	• be:
	  • by telephone
	  • electronically
	  • face-to-face
	• include the use of:
	  • appropriate voice tonality and volume
	  • basic gestures
	  • product information sheets.

Others may include:	• colleagues • managers • supervisors.
Routine customer problems may involve:	• incorrect pricing of products and services • delays in providing products or services • misunderstanding of customer requests • providing incorrect products or services • requests for refunds or exchanges.
Organisational policy may relate to:	• cancellation fees • empowerment of different levels of personnel to resolve customer problems • exchanges • pricing • product quality • refunds • response times for delivering products and services.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS301 Provide lost and found services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXCCS305A Provide lost and found facility. Title changed to better reflect the intent and content of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide service to customers who have lost and found items. It requires the ability to determine and record details of items, investigate lost items, assist claimants and complete documentation.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

This unit mainly applies to frontline operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a basic operational function of minimal complexity and individuals who work with very little independence under close supervision would also use this skill.

It applies to a range of people, including club, hotel and venue receptionists, hotel porters and customer service personnel within attractions and event facilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine and record details of lost and found items.	1.1 Obtain and verify descriptions and relevant details of lost or found items with customers. 1.2 Tag found items and place in a ***designated location***. 1.3 Use the lost and found register to record ***details of lost and found items***.
2. Assist customers with lost and claimed items.	2.1 Conduct all ***communication*** in a professional, courteous and sensitive manner. 2.2 Provide customers with details of organisational procedures and obligations for lost and found items. 2.3 Investigate and trace lost items. 2.4 Investigate ownership of found items. 2.5 Verify claimant identification before releasing found items. 2.6 Obtain claimant signature for collection of items.
3. Complete lost and found documents.	3.1 Update the lost and found register to reflect investigation and collection of lost items. 3.2 Complete ***lost and found reports*** according to organisational procedures. 3.3 Recommend improvements to lost and found procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine details of lost items using active listening and questioning techniques
  - discuss details of lost items in a sensitive manner

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- initiative and enterprise skills to recommend improvements to lost and found procedures
- literacy skills to:
  - read and interpret organisational lost and found procedures, details within the register and claimant identification documents
  - write clear descriptions of lost and found items in the register and write simple reports
- problem-solving skills to investigate and find lost items.

Required knowledge

- for lost and found items:
  - organisational procedures
  - formats for and inclusions of reports
  - methods to succinctly and clearly record details
  - methods of investigating
  - location of storage facilities for found items
  - requirements for securing items
- the layout of the property
- formats for lost and found registers and required entries.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • communicate with the customer, interpret details and provide efficient and courteous lost and found services on multiple occasions • record clear descriptions of lost and found items in the register and write simple reports • complete investigation of lost items within deadlines determined by the customer or the organisation.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry environment where lost and found services are provided • secure storage for items • current commercial lost and found registers, procedures and reporting documents

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- customers with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual providing lost and found services
- review of lost and found registers and reports completed by the individual
- written or oral questioning to assess knowledge of:
  - procedures
  - location of storage facilities
  - methods of investigating lost and found items
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS201 Provide porter services
- SITHACS303 Provide accommodation reception services
- SITXCCS302 Provide club reception services
- SITXCCS303 Provide service to customers
- SITXCOM201 Show social and cultural sensitivity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Designated locations may include:

- locked cupboard
- locked storage room
- safe facilities.

Details of lost and found items may include:

- dates, times and location of loss
- where items have been found, dates and times
- description of item
- customer contact details.

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Communication may involve:	• active listening • control of tone of voice and body language • interpreting non-verbal and verbal messages • language, verbal or non-verbal • questioning to clarify and confirm understanding • use of language and concepts appropriate to cultural differences • use of positive, confident and co-operative language.
Lost and found reports may include:	• daily or weekly reports • logs, journals • verbal reports • manual and computer reports • written reports.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS302 Provide club reception services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXCCS004A Provide club reception services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide reception services within a licensed club environment. It requires the ability to deliver quality customer service while assisting customers to comply with club and legislative requirements.

Application of the Unit

This unit applies to all types of licensed clubs, including sporting, entertainment, social, workers' and Returned and Services League (RSL) clubs.

It applies to frontline customer service personnel who operate with some level of independence and under limited supervision. This includes club receptionists, front desk receptionists and doorpersons.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide information on club services and process memberships.	1.1 Provide advice and information on ***club services and facilities*** to customers and club members. 1.2 Explain club membership and club rules clearly, correctly and politely to members and guests. 1.3 Explain membership application forms to applicants and assist them to complete forms. 1.4 Issue correct membership badges or cards. 1.5 Use ***club reception technology*** to assist with the provision of services to members and guests.
2. Monitor entry to club.	2.1 Check membership badges or cards on entry to the club. 2.2 Assist guests to sign-in according to government and organisational requirements. 2.3 Check that members and guests comply with dress and age regulations. 2.4 In a polite manner, inform non-compliant members and guests that entry is not permitted. 2.5 Refer disputes over club entry to security, supervisor or other relevant person according to organisational policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to deal tactfully and politely with members and guests
- literacy skills to:
  - read and interpret club membership cards, membership database records, ID cards, proof of age cards and driver's licences
  - write membership application forms, temporary and guest membership forms and issue membership badges
- numeracy skills to calculate and explain membership costs
- problem-solving skills to identify non-compliant members and guests and resolve entry

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refusal issues
- technology skills to access and interpret membership database details and use public address systems.

Required knowledge

- key aspects of club licensing laws covering entry requirements for members and guests
- dress regulations for the club
- club membership rules, conditions, benefits, entitlements and costs
- full details of club services, facilities, current promotions, events and entertainment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • offer courteous and friendly service to members and guests • process multiple and diverse customer enquiries about membership and facilities • monitor the entry of club members and guests and issue necessary documentation within commercial time constraints and to allow for the efficient flow of people through reception to the club facilities • integrate knowledge of club rules and legislative requirements for entry into the club.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated club reception environment where customers are served • telephones, public address systems, computers and information systems currently used by clubs to manage its membership • current plain English regulatory documents outlining club entry requirements • current club documents outlining policies, procedures, club facilities, membership benefits, costs and dress regulations • customers with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, to assess the individual's ability to:
  - provide service to members and guests
  - provide accurate entry information
  - use club reception technology
- activities to allow the individual to process different types of membership applications and club entry documents
- written or oral questioning to assess knowledge of:
  - club facilities
  - membership benefits and costs
  - rules and legislative requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCCS201 Provide visitor information
- SITXCCS301 Provide lost and found services
- SITXCCS303 Provide service to customers
- SITXCOM201 Show social and cultural sensitivity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Club services and facilities may include:

- allied member clubs and associations
- community courses and training programs
- computer rooms and Internet facilities
- current food, beverage and gaming promotions
- customer loyalty programs
- games and sporting facilities
- gaming facilities
- gymnasiums and health facilities

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- membership benefits
- prize nights and special events
- raffles
- restaurants and cafes
- shows and attractions.

Club reception technology may include:

- internal public address system
- membership badge production equipment
- membership database
- scanning equipment for temporary membership documents
- telephones.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS303 Provide service to customers

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXCOM001A Work with colleagues and customers. Title changed to better reflect the intent and content of the unit. Updated and re-categorised to Client and Customer Service.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with and provide quality service to both internal and external customers. It requires the ability to establish rapport with customers, determine and address customer needs and expectations and respond to complaints.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors.

It applies to those frontline service personnel who deal directly with customers on a daily basis and who operate with some level of independence and under limited supervision. They work in reception areas, in an office, back-of-house and on tour or on site. This includes food and beverage attendants, concierge staff, guides, front office personnel, tour coordinators, event coordinators and retail travel consultants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate with internal and external customers.	1.1 ***Communicate*** with ***customers*** in a polite, professional and friendly manner within designated response times. 1.2 Use appropriate language and tone in both written and spoken communication. 1.3 Use appropriate ***non-verbal communication***. 1.4 Observe and respond to non verbal communication of customers. 1.5 Use active listening and questioning to facilitate effective two way communication. 1.6 Select a ***medium of communication*** appropriate for the audience and ***situation***.
2. Deliver service according to defined standards.	2.1 Practise high standards of ***personal presentation*** and hygiene according to organisational requirements. 2.2 Follow organisational customer service ***policies and procedures***. 2.3 Adhere to professional standards expected of service industry personnel.
3. Provide service to customers.	3.1 Establish rapport with the customer to promote goodwill and trust during service delivery. 3.2 Identify customer needs and expectations, including ***customers with special needs***. 3.3 Promptly meet all reasonable customer needs and requests. 3.4 Identify and anticipate operational problems and take action to minimise the effect on customer satisfaction. 3.5 Recognise and act upon opportunities to deliver additional levels of service beyond the customer's immediate request.
4. Respond to customer complaints.	4.1 Proactively recognise customer dissatisfaction and take swift action to avoid escalation to a complaint. 4.2 Respond to ***customer complaints*** positively, sensitively and

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	politely. 4.3 Seek solutions by consulting the customer. 4.4 Resolve complaints according to individual empowerment and organisational policy. 4.5 Refer complex service issues to a higher level staff member for action. 4.6 Maintain a positive and cooperative manner at all times.
5. Provide internal feedback on customer service practices.	5.1 Provide ongoing internal feedback on service practices, policies and procedures, and suggest improvements. 5.2 Identify individual and recurring complaints and provide internal feedback to avoid future occurrence.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with customers in a polite, professional and friendly manner
  - develop rapport
  - respond to customers with diverse and special needs and expectations
  - discuss customer complaints with colleagues and supervisors
- literacy skills to:
  - read and interpret messages, notes, emails, letters, online communications and policies and procedures
  - write clear and concise messages, notes, emails, faxes letters and online communications
- problem-solving skills to recognise customer dissatisfaction and resolve or refer complaints
- self-management skills to deal with customer enquiries in a logical sequence
- teamwork skills to provide feedback on service practices, policies and procedures and suggest improvements
- technology skills to use electronic communication media.

Required knowledge

- the principles of quality customer service and positive communication
- appropriate voice tonality and volume
- appropriate body language for customer service
- value of staff and customer feedback in enhancing service delivery
- for the specific industry sector:
  - professional service standards expected of service industry personnel

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  - attitudes and attributes expected by the service industries to work with customers
  - standards of personal presentation and hygiene
  - different customer service and communication expectations especially those with special service needs
- for the particular organisation:
  - types of internal and external customers
  - designated response times for acknowledging customers and their enquiry
  - personal presentation and hygiene standards
  - customer service policies and procedures including those for complaint handling
- the essential features, conventions and usage of different types of communication media.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide quality customer service on multiple occasions and cover a range of diverse customer service situations, including the resolution of complaints • communicate effectively with a variety of internal and external customers including those with special needs • demonstrate knowledge of professional service standards expected of service industry personnel • complete service within commercial time constraints and designated response times so that all customers are served effectively.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry customer service environment where customers are served • current commercial customer service policies and procedures including those for complaint handling • customers with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation, using role plays, of the individual:

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- serving customers
- dealing with complaints
- providing feedback on customer service practices

- use of problem-solving exercises so the individual can identify reasons for complaints and provide suggested solutions
- written or oral questioning to assess knowledge of:
  - professional service standards expected of service industry personnel
  - personal presentation standards
  - customer service policies and procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB307 Provide table service of food and beverage
- SITTGDE401 Coordinate and operate tours
- SITTTOP403 Operate tours in a remote area
- SITTTSL303 Sell tourism products and services
- SITXCCS302 Provide club reception services
- SITXCOM201 Show social and cultural sensitivity.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Ways to ***communicate*** with customers may be:	• by telephone
	• by written format:
	  • handwritten
	  • electronic
	  • hard copy letter
	• face-to-face
	• formal
	• informal using abbreviations
	• verbal
	• varied according to the needs of the customer, including:
	  • use of an interpreter
	  • use of appropriate voice tonality and volume
	  • use of basic gestures
	  • use of languages other than English including Australian Indigenous languages
	  • use of visual aids:
	  • photographs
	  • sketches
	  • product information sheets.

Customers may be:	• committees
	• external:
	  • business to business
	  • corporate
	  • e-business
	  • government
	  • online
	  • the media
	  • retail
	• internal:
	  • colleagues
	  • managers
	  • members of a team
	  • staff from other departments, branches or locations
	  • supervisors
	• new or regular
	• visitors.

Non-verbal communication may involve:	• body language • culturally specific communication customs and practices

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- dress and accessories
- gestures and mannerisms
- use of space
- voice tonality and volume.

Medium of communication may include:

- assistive technology, e.g. telephone typewriter (TTY)
- email or other electronic communication
- face-to-face
- fax
- simple written messages, such as restaurant bookings or phone messages
- standard forms and pro formas
- telephone
- through interpreters
- two-way communication systems.

Situation may involve:

- access of the sender and receiver to necessary equipment
- degree of formality required
- required format
- technical and operational features to fulfil the need
- technical skills required to use the medium
- urgency and timeframes.

Personal presentation may involve:

- attire, shoes and accessories
- complying with organisational policy for personal presentation
- hair and grooming
- hands and nails
- impacts on different types of customers
- jewellery
- personal hygiene
- specific requirements for particular work functions
- wearing of:
  - clothes that do not offend organisation customer base
  - clothes to suit different work locations
  - promotional clothing for special events
  - uniform items within the organisational policy directives.

Policies and procedures may relate to:

- acknowledging and greeting customers:
  - addressing the person by name
  - modes of greeting and farewelling
- complaint and dispute management
- empowerment of different levels of personnel to

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resolve:
  - complaints
  - disputes
  - service issues
  - customer compensation
- loyalty programs
- presentation standards for:
  - customer environment
  - customer service personnel
  - documents and promotional materials
- pricing guarantees
- product quality
- refunds and cancellation fees
- response times
- service guarantees
- training staff for:
  - customer service
  - complaint handling
- use of standard letters and pro formas.

Customers with special needs may include:

- aged people
- parents with young children
- pregnant women
- those with a disability
- those with special cultural or language needs
- unaccompanied children.

Customer complaints may involve:

- customers with unmet expectations of products and services
- difficult or demanding customers
- incorrect pricing or quotes
- other team members or suppliers not providing special requests
- misunderstandings or communication barriers
- problems or faults with the product
- problems with the service, such as delays or incorrect orders.

Unit Sector(s)

Cross-Sector

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Competency Field

Client and Customer Service

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SITXCCS401 Enhance the customer service experience

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXCCS002A Provide quality customer service. Titled changed to better reflect the intent and content of the unit and its fit within a suite of hierarchical customer service units. Significant change to Elements and Performance Criteria to better focus the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide professional and personalised customer service experiences. It requires the ability to determine and meet customer preferences, develop customer relationships, respond to difficult service situations and take responsibility for resolving complaints.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

It applies to those who deal directly with customers on a daily basis and who operate independently or with limited guidance from others. This includes senior frontline sales personnel, supervisors and managers who use discretion and judgement to provide quality customer service experiences.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide a quality service experience to customers.	1.1 Determine and clarify ***customer preferences***, ***needs and expectations***. 1.2 Advise ***customers*** about appropriate products and services to meet their needs. 1.3 Anticipate customer preferences, needs and expectations throughout the service experience. 1.4 Promptly provide products and services which meet individual preferences. 1.5 Offer ***extras and add ons*** and provide tailored and additional services and products. 1.6 Check the actioning of special requests before customer delivery. 1.7 Provide professional and personalised service to provide a quality service experience. 1.8 Liaise with team members and ***suppliers*** to ensure efficient service delivery. 1.9 Share customer information with team members to ensure quality service.
2. Proactively respond to difficult service situations.	2.1 Identify problems with products and services and take immediate action to address them before provision to the customer. 2.2 Anticipate delays in product and service provision and regularly update customer on expected outcomes. 2.3 Advise customers of alternative products and services. 2.4 Proactively ***compensate*** for the service difficulty according to individual empowerment and organisational policy. 2.5 Provide ongoing internal feedback on service issues and suggest improvements to avoid customer disappointment.
3. Resolve customer complaints.	3.1 Use questioning techniques to establish and agree on the nature, possible cause and details of the ***complaint***.

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	3.2 Assess the impact on the customer. 3.3 Use ***communication techniques*** to assist with the management of the complaint. 3.4 Handle the situation sensitively, courteously and discreetly. 3.5 Take responsibility for finding a solution to the complaint. 3.6 Determine options to resolve the complaint and promptly analyse and decide on the best solution, taking into account any ***organisational constraints***. 3.7 Take swift action to resolve the complaint and prevent escalation, in consultation with customer and to customer satisfaction. 3.8 Use techniques to turn complaints into opportunities to demonstrate high quality customer service. 3.9 Provide internal feedback on complaints in order to avoid future occurrence. 3.10 Reflect on and evaluate complaints and solutions to enhance response to future issues.
4. Develop a customer relationship.	4.1 Promote repeat business by the offer of ***promotional services*** according to individual empowerment and organisational policy. 4.2 Maintain ***customer profiles*** to enhance service delivery. 4.3 Develop a rapport with and provide personalised service to repeat customers. 4.4 Provide tailored products and services based on customer profile.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine customer needs and preferences through observation, questioning and active listening
  - discuss service difficulties with team members and suppliers
  - use probe questioning to gain information, clarify ambiguities and adequately understand customer complaints
- initiative and enterprise skills to:
  - offer additional services and products
  - proactively compensate for service difficulties
- literacy skills to:

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  - read and interpret policies and procedures
  - write entries into customer service data bases
- numeracy skills to calculate the cost of products and services, estimate profitability and consider the cost of customer compensation
- problem-solving skills to identify and resolve difficult service situations and customer complaints
- self-management skills to take responsibility for customer service outcomes
- teamwork skills to share customer information with team members to ensure efficient service delivery
- technology skills to use computers and data bases that manage customer profiles and promotional activities.

Required knowledge

- principles and benefits of enhanced customer service experiences and positive communication
- techniques to anticipate customer preferences, needs and expectations throughout the service experience
- conflict resolution techniques
- value of staff and customer feedback in enhancing service delivery
- for the specific industry sector:
  - professional service standards expected of service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
  - accepted service standards and rituals
  - different customer service needs and expectations
  - types of customer loyalty programs
  - the essential features and usage of the customer data base
- for the particular organisation:
  - designated response times for providing service and resolving complaints
  - customer service policies and procedures including those for complaint handling
  - promotional services offered.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this	Evidence of the ability to: • provide professional and personalised customer service experiences on multiple occasions to meet the

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unit	expectations of a variety of customers • communicate with a diverse range of customers including those with special needs to provide a total quality service experience • resolve difficult service situations and customer complaints within designated times • demonstrate knowledge of professional service standards expected of service industry personnel • complete service within commercial time constraints and designated response times so that all customers are served effectively.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry customer service environment where customers are served • computers and data bases that manage customer profiles and promotional activities • current commercial customer service policies and procedures including those for complaint handling • customers with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation, using role plays, to assess the individual's ability to:
	  • determine different customer service needs and expectations
	  • liaise with team members to ensure efficient service delivery
	  • offer extra and add-on products and services
	  • promote repeat business by the offer of promotional services
	  • resolve customer complaints
	• use of problem-solving exercises so the individual can identify reasons for difficult service situations and provide suggested solutions
	• written or oral questioning to assess knowledge of:
	  • professional service standards expected of service industry personnel
	  • types of customer loyalty programs
	  • customer service policies and procedures
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHKOP404 Plan catering for events or functions
- SITXCOM201 Show social and cultural sensitivity
- SITXCOM401 Manage conflict
- SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer preferences, needs and expectations:

- may be determined by:
  - active listening
  - observation
  - questioning
  - recognition of non-verbal signs
- may include:
  - assistance
  - comfort
  - courtesy
  - empathy and support
  - emergency support
  - friendliness
  - new experiences
  - prompt service
  - special requests
  - value for money
  - variations to standard menu items
- may be related to:
  - age
  - gender
  - prior knowledge
  - social and cultural characteristics
  - special needs.

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Customers may include:

- committees
- external:
  - business to business
  - corporate
  - e-business
  - government
  - online
  - the media
  - retail
- internal:
  - colleagues
  - managers
  - members of a team
  - staff from other departments, branches or locations
  - supervisors
- new or regular
- visitors.

Extras and add-ons may include:

- products not requested by the customer but identified as a good fit, including:
  - additional destinations
  - additional tours or cruises
  - cocktails and liqueurs to enhance the dining experience
  - coordination services at events and conferences
  - entrance to events, festivals and entertainment scheduled during customer stay at destination
  - entrance to major attractions at the destination
  - extra food items such as entrées, desserts and cheese plates
  - flight fuel emissions offset fee ("flying carbon neutral")
  - local guiding services
  - optional meals and dining experiences
  - optional tours
  - prepayment of baggage charges
  - prepayment of in-flight meals
  - pre-travel seat selection
  - private car transfers in lieu of regular transportation options
  - special offers or packages

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- specialised styling for events
- storage for luggage after check-out
- travel insurance
- upgraded accommodation and flights
- wine or boutique beers to match meals ordered.

Suppliers may include:

- accommodation providers
- attractions
- vehicle rental operators
- entertainment venues
- event organisations
- guides
- restaurants
- tour and cruise operators
- tour wholesalers
- transport operators.

Compensate for the situation may involve:

- considering the:
  - financial constraints of the organisation
  - profitability of the sale
- negotiating with suppliers, on customer behalf, to gain reduced rates or extra services
- provision of some or all services:
  - free of charge
  - at reduced rate
- provision of:
  - discount vouchers to attend at a future time
  - inexpensive add-on products
  - small gifts
  - special attention during the service period
  - special customer service delivery on next attendance.

Complaint may involve:

- customers with unmet expectations of products and services
- difficult or demanding customers
- escalated complaints or disputes
- incorrect pricing or quotes
- other team members or suppliers not providing special requests
- misunderstandings or communication barriers
- problems or faults with the service or product.

Communication techniques may involve:

- ability to speak clearly, be understood and use appropriate language, style and tone
- active listening

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	• asking questions to gain information, clarify ambiguities and adequately understand requirements • empathising with customer situation while upholding organisational policy • non-verbal communication and recognition of non-verbal signs • rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood • using communication techniques appropriate to different social and cultural groups.
Organisational constraints may include:	• costs and budgets • feasibility of providing the solution • own empowerment to resolve the complaint • policy and procedures • profitability of the sale • ultimate responsibility within the organisation.

Promotional services may include:	• birthday gifts
	• customer loyalty programs
	• newsletters
	• email notification of:
	  • sales
	  • new product ranges
	  • reminders of forthcoming special occasions, such as Mother's day and Valentine's day
	• sale of gift vouchers
	• discount vouchers.

Customer profiles may include:	• birthdays and anniversaries • comments and feedback provided • details of products and services experienced • names and contact details • preferences and expectations, such as favourite products, rooms, additional requirements and special needs.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITXCCS501 Manage quality customer service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXCCS003A Manage quality customer service. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Additional Performance Criteria and Required knowledge.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, monitor and adjust customer service practices. It requires the ability to consult with colleagues and customers, develop policies and procedures for quality service provision and manage the delivery of customer service.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

It applies to senior managers who operate independently, have responsibility for others and are responsible for making a range of operational and strategic decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop quality customer service practices.	1.1 Obtain information on ***customer*** needs, expectations and satisfaction levels using both ***formal and informal research***. 1.2 Provide opportunities for customers and colleagues to provide feedback on products and services. 1.3 Review ***changes in internal and external environments*** and integrate findings into planning for quality service. 1.4 Provide opportunities for staff to participate in the development of customer service practices. 1.5 Develop ***policies and procedures*** for quality service provision.
2. Manage the delivery of quality service.	2.1 Communicate policies, procedures and expectations to colleagues. 2.2 Make policies readily available to customers. 2.3 Monitor ***customer service*** in the workplace to ensure standards are met. 2.4 Initiate internal or external staff training to enhance customer service. 2.5 Take responsibility for service outcomes and dispute resolution. 2.6 Act as a positive role model for professional standards expected of service industry personnel.
3. Monitor and adjust customer service.	3.1 Seek ongoing ***feedback*** from staff and customers and use it to improve performance. 3.2 Identify systematic customer service problems and adjust policies and procedures to improve service quality. 3.3 ***Assess*** the effectiveness of customer service practices. 3.4 Identify and evaluate systematic customer service problems. 3.5 Adjust policies and procedures to improve service quality. 3.6 Develop, document and communicate new approaches to all those involved in service delivery.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - discuss customer service needs with staff and customers
  - explain organisational policies and procedures for quality service provision
  - discuss systemic customer service problems
- critical thinking skills to:
  - allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design tailored customer service practices
  - monitor, evaluate and review practices
- initiative and enterprise skills to instigate research on customer service requirements
- literacy skills to:
  - read and interpret customer service surveys and unfamiliar complex documents on current industry trends and changes that affect service delivery
  - research customer service requirements
  - write comprehensive yet easily accessible policies and procedures that provide service expectations
- numeracy skills to calculate and interpret customer satisfaction statistics
- planning and organising skills to plan for, establish and regularly monitor all components of the customer service system
- problem-solving skills to identify systematic customer service problems and adjust policies and procedures to improve service quality
- self-management skills to take responsibility for customer service outcomes
- teamwork skills to involve staff in the development of customer service practices and actively seek their ongoing feedback.

Required knowledge

- principles of quality customer service
- for the specific industry sector:
  - professional service standards expected of service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
- roles and responsibilities of management, supervisors and operational personnel for quality service provision
- sources of information on current service trends and changes that affect service delivery
- methods of implementing quality service provision, including:
  - developing, implementing and monitoring customer service policies and procedures
  - staff involvement in the development of customer service practices
  - evaluating staff and customer feedback
- methods of monitoring, measuring and evaluating:
  - customer satisfaction
  - business performance
- industry schemes aimed at improving customer service including accreditation schemes

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and codes of conduct
- objectives, components and comprehensive details of consumer protection laws that relate to customer service. These would include the business' responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when unable
- a range of formats for and inclusions of policies and procedures.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop, evaluate and review practices for quality service provision • manage the delivery of customer service and monitor the effectiveness of service practices over a period of time • develop comprehensive policies and procedures for quality service provision • integrate knowledge of the principles of quality customer service and consumer protection laws.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation for which tailored customer service practices are required • current plain English regulatory documents distributed by the government consumer protection regulators • codes of practice and standards issued by industry groups • team members with whom the individual can interact as leader.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a portfolio, prepared by the individual,

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incorporating documents used for the management of customer service:

- summary of research into industry service trends
- evaluation of the characteristics and needs of the organisation
- policies
- procedures
- customer surveys
- evaluation of systematic customer service issues and recommendations for change of service practices

- direct observation, using role plays, of the individual consulting with and briefing key staff members on customer service practices
- use of case studies and problem-solving exercises so the individual can identify systemic customer service failures and suggest methods to resolve these
- written or oral questioning to assess knowledge of:
  - customer service principles
  - consumer protection laws
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBMGT515A Manage operational plan
- BSBPMG501A Manage projects
- BSBWRT401A Write complex documents
- SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may be:

- committees
- external:

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- business to business
- corporate
- e-business
- government
- online
- the media
- retail

- internal:
  - colleagues
  - managers
  - members of a team
  - staff from other departments
  - staff from other branches or locations
  - supervisors
- new or regular
- visitors.

Formal and informal research on customer needs may involve:

- analysis of:
  - competitive environment
  - industry service trends
  - customer service surveys
- customer focus groups
- qualitative or quantitative research
- seeking feedback from service delivery colleagues
- talking to customers.

Changes in internal and external environments affecting quality service planning may include:

- changes in the competitive environment
- economic climate
- introduction of new technologies
- introduction of new equipment
- management changes
- organisational restructures
- recruitment practices
- technological changes affecting service delivery
- trends in customer service preferences.

Policies and procedures may relate to:

- acknowledging and greeting customers
- complaint and dispute management
- empowerment of different levels of personnel to resolve:
  - complaints
  - disputes

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- service issues
- customer compensation

- loyalty programs
- presentation standards for:
  - customer environment
  - customer service personnel
  - documents and promotional materials
- pricing guarantees
- product quality
- refunds and cancellation fees
- response times
- service guarantees
- staff training for:
  - customer service
  - complaint handling
  - technical skills to ensure quality provision of products and services.

Customer service may be provided in various modes, including:

- by telephone
- email or written communication
- face-to-face
- online.

Feedback may involve:

- customer service discussions with employees during the course of each business day
- discussions with customers
- formal customer interviews
- regular staff meetings that involve service discussions
- seeking staff suggestions for content of customer service policies and procedures
- surveys:
  - internal customers
  - external customers
  - staff
- improvements suggested by:
  - customers involved in complaints or disputes
  - suppliers
  - peers
  - staff
  - supervisors

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	• managers.

Assess the effectiveness of service practices may involve:	• monitoring the ongoing effectiveness of:
	  • staff in meeting customer service standards
	  • policies and procedures in explaining practices
	• reviewing numbers and nature of:
	  • complaints
	  • disputes
	  • response of customers
	• survey statistics.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SITHCCC101 Use food preparation equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Covers content included in SITHCCC001B Organise and prepare food and SITHCCC002A Present food.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment, including knives, to prepare a range of different food types.

Application of the Unit

This unit applies to hospitality and catering organisations, and to kitchen and catering staff who are responsible for general food preparation tasks and work under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select food preparation equipment.	1.1 Confirm food preparation requirements from recipes, lists or other workplace information. 1.2 Identify and select knives and ***other equipment*** suited to the food preparation task.
2. Use equipment to prepare food.	2.1 Safely assemble and ensure cleanliness of equipment before use. 2.2 Use equipment safely and hygienically according to manufacturer instructions. 2.3 Prepare food items using suitable knives to make precision cuts.
3. Clean and maintain food preparation equipment.	3.1 Maintain the cleanliness of equipment using appropriate cleaning agents. 3.2 Use energy, water and other resources efficiently to reduce negative environmental impacts. 3.3 Maintain the condition of equipment and make ***minor adjustments*** as required within scope of responsibility. 3.4 Recognise and report on unsafe or faulty equipment or rectify according to level of individual responsibility.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - interpret food preparation lists and standard recipes
  - interpret manufacturer instructions for equipment
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - work with numerical features of equipment
- planning and organising skills to efficiently sequence food preparation tasks

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- problem-solving skills to respond to simple equipment problems
- self-management skills to manage own speed and timing
- technology skills to use food preparation equipment.

Required knowledge

- the meaning and role of mise en place in the process of preparing, cooking and presenting food
- equipment used in food preparation, including essential features and functions safe operational practices and maintenance requirements for:
  - commercial:
    - blenders
    - food processors
    - mixers
  - graters
  - knife sharpening equipment
  - knives, cleavers and utensils:
    - butcher and boning knives
    - butter spreading knives
    - filleting knives
    - vegetable peeler or knives, slicers
  - measures
  - scales
  - thermometers
  - whisks
- equipment used to prepare different types of foods, including:
  - dairy products
  - dry goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat
  - poultry
  - seafood
  - vegetables
- precision cuts used in a commercial kitchen:

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- brunoise
- chiffonnade
- concasse
- jardinière
- julienne
- macedoine
- mirepoix
- paysanne.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- safely use equipment to prepare food, including commercial:
  - blenders
  - food processors
  - mixers
  - graters
  - knife sharpening equipment
  - knives, cleavers and utensils:
    - butcher and boning knives
    - butter spreading knives
    - filleting knives
    - vegetable peeler or knives, slicers
  - measures
  - scales
  - thermometers
  - whisks
- make precision cuts on a range of food items
- use equipment to prepare a range of foods, including:
  - dairy products
  - dough
  - dry goods

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- fruit
- general food items:
  - batters
  - coatings
  - condiments and flavourings
  - garnishes
  - sauces
- meat
- pastry
- poultry
- seafood
- vegetables

- complete food preparation tasks within commercial time constraints
- integrate knowledge of:
  - food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

an operational food preparation area with the fixtures, large and small equipment defined in the Assessment Guidelines; this can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers

- industry-realistic ratios of staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual using equipment to prepare food
- written or oral questioning to assess knowledge of equipment, cutting techniques and safety considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- SITHCCC102 Prepare simple dishes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Other equipment may include:

- fixed equipment
- hand-held equipment
- specialised items for different:
  - cooking methods
  - food types.

Minor adjustments may include:

- adjusting blades
- oiling machines
- sharpening knives.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC102 Prepare simple dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Covers content included in SITHCCC001B Organise and prepare food, SITHCCC002A Present food and SITHCCC031A Operate a fast food outlet.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. While some cooking may be involved, there is no requirement to use the full range of basic cookery methods.

Application of the Unit

This unit applies to individuals who require some cooking and food preparation skills, but who are not qualified cooks. It may apply to catering outlets such as kiosks, canteens and cafeterias or to organisations where catering forms only a small part of the business operation. Dishes prepared are simple in nature, and may include fast food, take away food and items that have been prepared off-site and need re-thermalising.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for service.	1.1 Review menu or product list to determine preparation requirements for ***simple dishes***. 1.2 Check quantities and quality of food items and restock where necessary. 1.3 Complete ***food preparation*** prior to service.
2. Prepare food.	2.1 Select and use ***equipment*** safely and hygienically according to manufacturer instructions. 2.2 Use appropriate cookery methods for dishes. 2.3 Re-heat pre-prepared foods at correct temperature for required length of time. 2.4 Prepare dishes with appropriate speed and timing. 2.5 Use portion control to maximise profitability and minimise waste.
3. Present and store food.	3.1 Present food according to organisational guidelines. 3.2 Display and store food in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with customers in a polite and friendly manner
  - provide clear and accurate information
- literacy skills to:
  - interpret instructions, menus and recipes

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    - write orders
- numeracy skills to:
    - weigh and measure ingredients
    - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation
- problem-solving skills to adjust preparation and cooking to meet work requirements
- self-management skills to manage own speed and timing
- technology skills to use food preparation and cooking equipment.

Required knowledge

- characteristics of a range of simple dishes
- basic cookery methods for simple dishes, including:
    - boiling
    - barbecuing
    - frying:
        - deep
        - shallow
    - grilling
    - microwaving
    - reheating
    - roasting
- presentation methods for different types of food
- equipment used to produce simple dishes:
    - essential features and functions
    - safe operational practices
- storage of ingredients and simple dishes:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a variety of simple dishes within commercial time constraints to meet multiple and diverse customer

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	requests • integrate knowledge of: preparation methods for simple dishes • essential features and functions of food preparation equipment • food safety practices.
Context of and specific resources for assessment	Assessment must ensure use of: an operational food preparation area with the fixtures, large and small equipment defined in the Assessment Guidelines; this can be a: • real industry workplace • simulated industry environment such as a training kitchen servicing customers • industry-realistic ratios of staff to customers • food preparation lists and standard recipes • a variety of commercial ingredients.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing and serving simple dishes • evaluation of the taste of food produced by the individual • written or oral questioning to assess knowledge of the product characteristics of a range of simple dishes, equipment, cookery methods and • appropriate environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHCCC101 Use food preparation equipment • SITHCCC206 Rethermalise chilled and frozen foods.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Simple dishes may include:

- dishes prepared off-site and re-thermalised
- dishes containing a small number of ingredients
- dishes that require singular or limited cooking and preparation techniques:
  - finger food
  - fish and chips
  - fried chicken
  - hamburgers
  - hot dogs
  - kebabs
  - noodles
  - pasta
  - pies
  - pizza
  - pre-prepared soups
  - salads
  - sandwiches.

Food preparation may include:

- displaying food items
- handling pre-prepared items:
  - reconstituting
  - thawing
  - rethermalising
- making:
  - batters
  - coatings
  - garnishes
  - salads
  - sandwiches
- preparing raw food:
  - cleaning
  - peeling
  - slicing.

Equipment may include:

- bains marie
- blenders
- cooking ranges:
  - electric

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- gas
- induction

- crockery
- cutlery
- food processors and mixers
- knives and knife sharpening equipment
- fryers
- grills and griddles
- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC103 Prepare sandwiches

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC007A Prepare sandwiches. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation.

Application of the Unit

This unit applies to hospitality and catering organisations, and to people who make sandwiches, either pre-prepared or on demand according to customer requests. Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread. People undertaking this role usually work under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***sandwich*** requirements, based on standard recipes or customer requests. 1.2 Identify and select bread types and fillings taking account of quality, freshness and stock rotation requirements.
2. Make sandwiches.	2.1 Use sandwich-making ***methods*** based on requirements. 2.2 Cut ingredients and completed sandwiches to ensure uniformity of presentation. 2.3 Combine ingredients appropriately based on flavour combinations, customer preference or standard recipes. 2.4 Use toasting and heating equipment safely. 2.5 Make sandwiches in a logical and sequential manner. 2.6 Minimise waste and store re-usable by-products.
3. Present and store sandwiches.	3.1 Present sandwiches on appropriate serviceware. 3.2 Add suitable garnishes as required. 3.3 Visually evaluate dish and ***adjust presentation***. 3.4 Store sandwiches in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to interpret standard recipes or orders
- numeracy skills to count portions and use features of heating equipment
- planning and organising skills to complete the making process in a logical way
- problem-solving skills to:

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- evaluate quality of sandwich ingredients and finished items and make adjustments to ensure a quality product
- adjust appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity.

Required knowledge

- culinary terms and trade names for different types of sandwiches and breads
- characteristics of different sandwiches:
  - appearance and presentation
  - bread variations
  - classical and contemporary variations
  - combinations of ingredients
  - freshness and other quality indicators
  - service style
  - trends
- contents of stock date codes and rotation labels
- mise en place and preparation methods for sandwiches
- equipment used to produce sandwiches:
  - essential features and functions
  - safe operational practices
- storage of sandwiches:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare a variety of sandwiches of different types using different breads and ingredients
	• prepare a quantity of sandwiches within commercial time constraints
	• present sandwiches attractively
	• integrate knowledge of:
	  • different sandwich and bread types
	  • features, functions and safe use of food preparation

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equipment
- food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food preparation area for sandwich production with the fixtures, large and small equipment defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for preparing sandwiches.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing sandwiches
- evaluation of the taste and visual appeal of sandwiches prepared by the individual
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for sandwiches and appropriate environmental storage
- conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC202 Produce appetisers and salads.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sandwiches may be:	• chequerboard • club • domino • filled rolls • focaccia • open • pinwheel • pullman.
Methods may include:	• cutting • garnishing • layering • moulding • piping • portioning • spreading.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITHCCC104 Package prepared foodstuffs

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC030A Package prepared foodstuffs. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. One prerequisite unit removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to package and label prepared foodstuffs for storage and transportation. It requires the ability to check the quality of food and select correct packaging materials.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare, package and label food. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, and event and function caterers.

It applies to operational personnel in kitchens and catering facilities who work with very little independence and under close supervision. They apply little discretion and judgement because they follow predefined organisational procedures to report any discrepancies to a higher level staff member for action.

Licensing/Regulatory Information

Food businesses which produce pre-packaged food items must comply with the legal requirements for labelling contained within the Food Standards Australia New Zealand (FSANZ) Act and the Australia New Zealand Food Standards (ANZFS) Code (the Code).

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select food and packaging materials.	1.1 Check and select food that meets requirements for packaging. 1.2 Refer problems with food to a higher level staff member for action. 1.3 Select ***packaging materials*** appropriate for specific foods, storage or transport requirements and organisational procedures.
2. Package and label foods.	2.1 Package food items using ***appropriate packaging*** according to organisational specifications. 2.2 Label foods according to ***label specifications***. 2.3 Follow organisational food safety procedures for packaging food. 2.4 Ensure that food items are not contaminated during the packaging process. 2.5 Adhere to food safety ***environmental requirements*** for the food packaging area.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report and discuss problems about the quality of food with supervisors
- literacy skills to:

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  - read and comprehend label specifications and organisational food safety procedures for packaging food
  - write accurate details on food labels for packaged foods
- numeracy skills to calculate quantities of food items and packaging materials for particular jobs
- problem-solving skills to identify problems with food quality and make reports
- teamwork skills to work with supervisors to fix problems with quality of food
- technology skills to use food packaging and labelling equipment.

Required knowledge

- quality criteria for food to be packaged:
  - correct portion size
  - currency of shelf-life
  - freshness
  - visual appeal
- key contents of labelling guidelines and specifications determined by:
  - the Code
  - local, state or territory regulations
  - the organisation
- meaning, as defined by the Code, of:
  - contaminant
  - contaminated food
  - potentially hazardous foods
- environmental requirements for the packaging area to avoid food contamination
- contents of the organisational food safety procedures for packaging food
- characteristics and uses of different packaging materials
- packaging requirements for specific food types.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • check the quality and package and label a diverse range of foodstuffs • select and use suitable packaging materials and methods for a range of food types

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- demonstrate knowledge of:
  - the environmental requirements for the packaging area
  - the contents of the organisational food safety procedures and labelling specifications for packaging food
  - package foodstuffs within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing catering orders
- packaging materials and catering equipment
- packaging labels
- a diverse range of foodstuffs in commercial quantities to be packaged
- current commercial label specifications and food safety procedures for packaging food.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual packaging and labelling foods
- inspection of items packaged by the individual
- written or oral questioning to assess knowledge of:
  - environmental requirements for packaging areas
  - food safety procedures for packaging food
  - labelling specifications
  - characteristics and uses of different packaging materials
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices

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- BSBWOR202A Organise and complete daily work activities
- BSBWOR203B Work effectively with others
- SITXFSA201 Participate in safe food handling practices
- SITXFSA202 Transport and store food
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements may include appropriate:

- microbiological condition
- portion size
- quality
- shelf life.

Packaging materials may include:

- aseptic packaging
- cartons
- metal or plastic trays
- plastic cling wrap
- plastic or foil containers
- polystyrene foam
- recyclable packaging materials.

Appropriate packaging may be:

- aseptically treated
- capable of protecting food from damage
- environmentally appropriate
- non-contaminating
- of appropriate dimensions for selected food
- stackable and transportable
- visually appropriate to functional need.

Label specifications may involve:

- guidelines and specifications determined by:
  - ANZFS Code
  - local, state or territory regulations
  - the organisation.

Environmental requirements relate to:

- checking and ensuring temperature control
- cleaning and sanitising:
  - packaging area

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- packaging equipment
- recyclable packaging materials

- protecting food from contaminants, including pests and foreign objects.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC201 Produce dishes using basic methods of cookery

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC005A Use basic methods of cookery. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Assemble and prepare ingredients.	3.1 Weigh and measure ingredients and create portions according to recipe. 3.2 Prepare, cut and portion ingredients according to recipe and cooking style. 3.3 Minimise waste and store reusable by-products.
4. Cook dishes.	4.1 Use cookery methods for ***dishes*** following standard recipes. 4.2 Complete cooking process in a logical and safe manner. 4.3 Identify problems with the cooking process and take corrective action. 4.4 Work cooperatively with colleagues to ensure timely preparation of dishes. 4.5 Present dishes according to recipe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to read menus, recipes and task sheets
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to work in a logical and planned way
- problem-solving skills to respond to problems in the cooking process
- self-management skills to:
  - work safely in the kitchen
  - deal with pressure of work and kitchen conditions
- technology skills to use food preparation and cooking equipment.

Required knowledge

- characteristics of different food types, their use in different dishes and the effects of different cookery methods on those foods, including:
  - dairy products
  - dry goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat
  - poultry
  - seafood
  - vegetables
- the meaning and role of mise en place in the process of preparing, cooking and presenting food
- culinary terms and principles and practices of different cookery methods including:
  - baking
  - blanching
  - boiling
  - braising
  - deep-frying
  - grilling

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  - poaching
  - roasting
  - shallow frying:
    - pan-frying
    - sauté
    - stir-frying
  - steaming
  - stewing
  - microwaving
- contents of stock date codes and rotation labels
- equipment used for cookery methods:
  - essential features and functions
  - safe operational practices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes for dishes that together use all of the following ingredients:
	  • dairy products
	  • dry goods
	  • fruit
	  • general food items
	  • meat
	  • poultry
	  • seafood
	  • vegetables
	• complete mise en place activities for different dishes
	• use a range of cookery methods to prepare dishes including:
	  • baking
	  • blanching
	  • boiling
	  • braising

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- deep-frying
- grilling
- poaching
- roasting
- shallow frying:
  - pan-frying
  - sauté
  - stir-frying
- steaming
- stewing
- microwaving

- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - major food types, culinary terminology and equipment as they relate to the required methods of cookery
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing different food types.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines, including items for all defined cookery methods; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- food preparation lists and standard recipes
- a variety of commercial ingredients
- industry-realistic ratios of kitchen staff to customers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual cooking dishes
- evaluation of the taste and visual appeal of dishes prepared by the individual
- use of projects that allow assessment of the individual's ability to produce a variety of dishes for different

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	occasions • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for dishes, equipment and cookery methods • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes • SITHCCC207 Use cookery skills effectively.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements.

Equipment may include:	• bains marie
	• blenders
	• cooking ranges:
	  • electric
	  • gas
	  • induction
	• crockery
	• cutlery
	• food processors and mixers
	• knives and knife sharpening equipment
	• fryers
	• grills and griddles

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- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

Dishes may include:

- appetisers
- breakfast items
- café-style items
- dishes of limited complexity:
  - containing a small number of ingredients
  - requiring a single cookery method
- fast food
- partially-prepared items
- pasta dishes.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC202 Produce appetisers and salads

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC006A Prepare appetisers and salads. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***appetiser and salad ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Clean and cut salad ingredients using basic culinary cuts according to quality standards. 3.4 Minimise waste and store reusable by-products.
4. Prepare appetisers and salads.	4.1 Select and use relevant ***cookery methods*** for salads and appetisers. 4.2 Prepare sauces and dressings according to recipe. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store appetisers and salads.	5.1 Present dishes on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes and regional variations. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads
- characteristics of different appetisers and salads:
  - appearance and presentation
  - classical and contemporary variations
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- mise en place requirements for appetisers and salads
- cookery methods for appetisers and salads
- dressings and sauces for salads
- equipment used to produce appetisers and salads:

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  - essential features and functions
  - safe operational practices
- storage of appetiser and snack products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to prepare multiple and varying appetisers and salads using a range of preparation and cookery methods
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for appetisers and salads
	  • cookery methods
	  • features, functions and safe use of food preparation equipment
	  • appropriate environmental storage conditions
	  • food safety practices for handling and storing different food types.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing appetisers and salads
- evaluation of the taste and visual appeal of appetisers and salads prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of appetisers and salads
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for appetisers and salads, equipment, cookery methods
- and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC103 Prepare sandwiches.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Appetisers and salad may include:

- appetisers:
  - antipasto
  - canapés
  - finger foods
  - hors d'oeuvres

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- savouries
- tapas

- salads:
  - classical and modern
  - cold, hot or warm
  - ethnic recipes
  - fruit salads.

Ingredients may include:

- condiments
- dressing ingredients
- eggs
- farinaceous products
- fruits
- herbs and spices
- poultry
- meats
- seafood
- vegetables
- specific ingredients for particular dishes and cuisines.

Equipment may include:

- cutting, chopping and slicing implements
- spinners
- strainers.

Cookery methods may include:

- blanching
- frying
- grilling
- roasting
- steaming.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous

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	• moist • mousse • rich • slippery • smooth • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC203 Produce stocks, sauces and soups

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC008A Prepare stocks, sauces and soups. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***stocks***, ***sauces*** and soups from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare stocks, sauces and soups.	4.1 Select and use cookery methods for stocks, sauces and soups. 4.2 Use flavouring and clarifying agents according to standard recipes. 4.3 Make appropriate derivations from basic sauces, both hot and cold. 4.4 Use ***thickening agents*** and ***convenience products*** appropriately. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store soups, sauces and stocks.	5.1 Present soups and sauces attractively on appropriate serviceware. 5.2 Add garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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5.5 Reconstitute stocks, sauces and soups to required consistencies.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups:
  - convenience products
  - thickening agents
- characteristics of different stocks, sauces and soups:
  - appearance and presentation
  - dishes to which they are matched and where they are needed
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture

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- contents of stock date codes and rotation labels
- mise en place requirements for stock, sauces and soups
- preparation methods for stocks, sauces and soups
- equipment used to produce stocks, sauces and soups:
  - essential features and functions
  - safe operational practices
- storage of products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a variety of stocks, sauces and soups from different recipes and cultural backgrounds, including:
	  • sauces:
	  • reduced
	  • thickened
	  • hot, warm and cold emulsion
	  • soups both hot and cold:
	  • clear
	  • broth
	  • purée
	  • cream
	  • bisque
	  • stocks
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for stocks, sauces and soups
	  • different types of stocks, sauces and soups
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing

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different food types.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing for and producing stocks, sauces and soups • evaluation of the taste and visual appeal of stocks, sauces and soups prepared by the individual • projects that allow assessment of the individual's ability to produce a variety of stocks, sauces and soups • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for stocks, sauces and soups, equipment, cookery • methods and appropriate environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements.
Stocks and ***sauces*** may include:	• béchamel • chicken and fish velouté • demi-glacé • fruit based sauces • herb based sauces • hollandaise and béarnaise • jus and coulis • mayonnaise based sauces • yoghurt based sauces.
Equipment may include:	• food processor • mouli • stock pots.

Thickening agents may include:	• beurre mani
	• bread
	• flour:
	  • arrowroot
	  • corn
	  • potato
	• modified starch
	• roux:
	  • white
	  • blond
	  • brown
	• sabayon.

Convenience products may include:	• boosters • bouillons • flavour enhancers • stocks.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour

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- sweet
- umami

- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
  - wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Some adjustments made to reduce focus on eggs.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetables, fruit, eggs and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***vegetable***, ***fruit***, ***egg and farinaceous dishes*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Cook vegetable, fruit, egg and farinaceous dishes.	4.1 Select and use relevant cookery methods for vegetable, fruit, egg and farinaceous foods. 4.2 Prepare eggs for different culinary uses. 4.3 Prepare fresh pasta. 4.4 Select and use accompaniments suited to the dish. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store vegetable, fruit, egg and farinaceous	5.1 Present dishes attractively on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***.

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dishes.	5.4 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients commonly used in the production of different vegetable, fruit, egg and farinaceous dishes
- characteristics of different vegetable, fruit, egg and farinaceous dishes:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- mise en place requirements for vegetable, fruit, egg and farinaceous dishes
- cookery methods for vegetable, fruit, egg and farinaceous dishes:

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  - boiling
  - frying
  - poaching
  - scrambling
- culinary uses of eggs:
  - aerating
  - setting
  - coating
  - enriching
  - emulsifying
  - glazing
  - clarifying
  - garnishing
  - thickening
- equipment used to produce vegetable, fruit, egg and farinaceous dishes:
  - essential features and functions
  - safe operational practices
- storage of products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to prepare multiple and varying vegetable, fruit, egg and farinaceous dishes
	• prepare dishes using a range of cookery methods, including:
	  • boiling
	  • braising
	  • frying:
	  • deep
	  • shallow
	  • poaching

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- roasting
- scrambling
- stewing

- use eggs for different culinary purposes, including:
  - aerating
  - binding
  - setting
  - coating
  - enriching
  - emulsifying
  - glazing
  - clarifying
  - garnishing
  - thickening
- prepare fresh pasta
- produce food for multiple customers within commercial time constraints
- integrate knowledge of:
  - quality indicators for vegetable, fruit, egg and farinaceous dishes
  - accompaniments and sauces for vegetable, fruit, egg and farinaceous dishes
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing vegetable, fruit, egg and farinaceous products and dishes.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- direct observation of the individual preparing for and producing vegetable, fruit, egg and farinaceous dishes
- evaluation of the taste and visual appeal of vegetable, fruit, egg and farinaceous dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of vegetable, fruit, egg and farinaceous dishes
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for vegetable, fruit, egg and farinaceous dishes,
- equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC202 Produce appetisers and salads.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Vegetable, ***fruit***, ***egg and farinaceous dishes*** may include:

- farinaceous:
  - couscous
  - cracked wheat
  - noodles
  - pasta

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- polenta
- pulses
- rice
- semolina

- fruit and vegetables:
  - dried
  - fresh
  - frozen
- egg:
  - breakfast items
  - fresh pastas
  - pastries.

Equipment may include:

- bains marie
- blenders
- cooking ranges:
  - electric
  - gas
  - induction
- crockery
- cutlery
- food processors and mixers
- knives and knife sharpening equipment
- fryers
- grills and griddles
- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature

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- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Adjust presentation may involve:

- changing accompaniments and garnishes to maximise:
  - balance
  - colour
  - contrast
  - eye appeal
  - taste
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions may include:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC205 Produce cook-chill and cook-freeze foods

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Replaces cook-chill and cook-freeze components of: SITHCCC017A Organise bulk cooking operations, SITHCCC032A Apply cook-chill production processes and SITHCCC034A Apply cook-freeze production processes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely produce bulk amounts of cook-chill and cook-freeze foods. It requires the ability to select, prepare and portion bulk ingredients and to use equipment and a range of cookery methods to cook, chill, freeze and store food.

Application of the Unit

Cook-chill and freeze foods may be entire meals or individual items. This unit applies to all hospitality and catering organisations which produce bulk amounts of precooked food which is chilled or frozen. It is then transferred to internal or external service outlets for rethermalisation.

These organisations include hotels, restaurants, educational institutions, correctional centres, health establishments, defence forces, cafeterias, kiosks, cafes, canteens, residential caterers, meals-on-wheels services in-flight and other transport caterers, event and function caterers.

It mainly applies to operational kitchen and catering personnel who work with very little independence and under close supervision. This includes catering assistants and cooks.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements. 1.4 Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare bulk ingredients.	3.1 Sort and assemble bulk ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry bulk ingredients according to the recipe and quantity of bulk food items required. 3.3 Minimise waste to maximise profitability of food items produced.
4. Cook and portion bulk food items.	4.1 Produce food using cookery methods to achieve desired product characteristics. 4.2 Follow standard recipes and make food quality adjustments within scope of responsibility. 4.3 Maintain optimum quality of food for cook-chill and freeze processes. 4.4 Cook food to specified temperatures for cook-chill and

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	cook-freeze production and within safe tolerances for microbiological change.
	4.5 Portion food items to minimise waste and maximise yield and profitability of food.
5. Chill food and store under refrigeration.	5.1 Use blast and water bath chilling methods to chill foods and meet time and temperature standards.
	5.2 Maintain the quality of food throughout the chilling process.
	5.3 Select appropriate containers for storage and label and code clearly.
	5.4 Store food dynamically using first in–first out methods.
	5.5 Meet time and temperature standards for storage to minimise spoilage according to food safety procedures and standards.
	5.6 Continually monitor storage temperatures to avoid food spoilage.
6. Package, freeze and store cooked food.	6.1 Select appropriate containers for freezer storage and label and code clearly.
	6.2 Meet time and temperature standards for freezer storage to minimise spoilage according to food safety procedures and standards.
	6.3 Freeze food in batches, according to food safety procedures and standards, allowing each freezing cycle to be completed.
	6.4 Place food items in appropriate storage once the freezing cycle and labelling is complete.
	6.5 Continually monitor freezer temperatures to avoid food spoilage.
7. Transfer cook-chill and cook–freeze foods.	7.1 Safely transfer food from production kitchen to service areas and outlets by refrigerated transport or insulated containers.
	7.2 Check and record temperature levels at despatch and receipt.
	7.3 Protect food from dangerous temperatures during the transfer process.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe and temperature requirements

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- numeracy skills to:
  - calculate the number of portions
  - weigh and measure bulk ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
  - monitor temperatures and adjust according to identified discrepancies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation, cooking chill and freezing equipment.

Required knowledge

- characteristics and uses of different precooked food types subject to chilling and freezing:
  - culinary terms and trade names
  - bulk foods
  - plated meals
  - sous-vide products
  - meals-on-wheels
  - takeaway meals
- contents of stock date codes and rotation labels
- indicators of spoilage and contamination of perishable supplies in storage
- mise en place requirements for producing cook-chill and cook-freeze foods
- methods to chill foods:
  - blast
  - water bath
- food safety procedures and standards for preparing cook-chill and cook-freeze foods
- food safety procedures and standards for storage of chilled and frozen food:
  - appropriate containers
  - labelling and coding
  - first in first out methods
  - storage environments
  - temperature specifications for storage
- temperature specifications and methods for transferring chilled and frozen foods
- equipment used to produce cook-chill and cook-freeze foods:
  - essential features and functions
  - safe operational practices.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- safely produce a variety of bulk amounts of cook-chill and cook-freeze foods to meet multiple and diverse food service requirements
- integrate knowledge of:
  - essential features, functions and safe use of food preparation equipment
  - food safety procedures and standards for storage of chilled and frozen food
  - temperature specifications and methods for transferring chilled and frozen foods
- produce cook-chilled and cook frozen food items within in commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines including specific equipment for producing cook-chill and cook-freeze foods; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing food production orders
- food preparation lists
- a variety of commercial ingredients for the bulk production of cook-chill and cook-freeze food.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing and cooking cook-chill and cook-freeze food items
- evaluation of the taste and visual appeal of dishes produced by the individual
- projects that allow assessment of the individual's ability to produce a bulk amount of cook-chill and coo

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	freeze foods for a set menu for an
	• event, function or meeting within designated deadlines
	• written or oral questioning to assess knowledge of:
	  • characteristics and uses of different precooked food types
	  • methods to chill and freeze foods
	  • food safety procedures
	  • temperature specifications
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBSUS201A Participate in environmentally sustainable work practices • BSBWOR202A Organise and complete daily work activities • SITHCCC307 Prepare food to meet special dietary requirements • SITXFSA201 Participate is safe food handling practices • SITXFSA202 Transport and store food • TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements • standard recipes.
Ingredients may include:	• cold • dry goods • frozen

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- perishable supplies
- raw foods
- wet goods.

Equipment includes:

- fixed and hand-held cooking equipment
- general cooking equipment
- cooking equipment specific to cook-freeze and cook-chill processes:
  - blast chiller
  - blast freezer
  - chilling equipment
  - ice slurry tumbler
  - pasteurising equipment
  - pH tester
  - suitable refrigerated storage area
  - thermocouple chilling equipment
- packaging material
- vacuum sealing equipment.

Foods may include:

- entire meals
- individual food items
- meals-on-wheels
- plated meals
- sous-vide products
- takeaway items.

Cookery methods may include:

- baking
- boiling
- chargrilling and barbecuing
- deep-frying
- grilling
- hot plate
- microwaving
- poaching
- reducing
- roasting
- steaming
- stewing
- whisking, folding, piping and spreading.

Product characteristics include:

- appearance
- colour
- consistency
- moisture content
- shape

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- size
- structure
- taste
- texture.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - acidic
  - bitter
  - salty
  - spicy
  - spicy (heat)
  - sweet
  - umami
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - intense
  - marshmallow like
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Appropriate storage may relate to use of appropriate:

- atmosphere
- chillers
- coolrooms
- freezers
- humidity
- light
- packaging
- refrigerators
- temperature
- containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC206 Rethermalise chilled and frozen foods

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Replaces rethermalise components of: SITHCCC032A Apply cook-chill production processes and SITHCCC034A Apply cook-freeze production processes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely rethermalise bulk amounts of precooked food which has been chilled or frozen. It requires the ability to select, thaw, reheat, and present precooked food items according to food safety procedures and standards.

Application of the Unit

Foods may be entire meals or individual items. This unit applies to all hospitality and catering organisations which prepare and serve precooked food which has been chilled or frozen. This includes hotels, restaurants, educational institutions, correctional centres, health establishments, defence forces, cafeterias, kiosks, cafes, canteens, fast food outlets, residential caterers, meals-on-wheels services in-flight and other transport caterers, event and function caterers.

It mainly applies to operational kitchen and catering personnel who work with very little independence and under close supervision. This includes catering assistants, fast food and other cooks.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select frozen and chilled foods.	1.1 Confirm ***food production requirements*** from food preparation list. 1.2 Identify and select chilled and frozen food items from storage according to stock rotation requirements and labelling. 1.3 Check precooked ***foods*** for spoilage or contamination prior to preparation. 1.4 Safely dispose of spoilt stock within scope of responsibility and report losses to supervisors.
2. Prepare chilled and frozen food for reheating.	2.1 Use ***appropriate methods to thaw*** chilled and frozen foods according to food safety procedures and standards. 2.2 Space trays to permit air circulation. 2.3 Thaw product to 0–4 degrees Celsius within 24 hours. 2.4 Transfer food to the point of production and service, maintaining correct temperatures.
3. Reheat precooked food items.	3.1 Preheat oven to required temperature food safety procedures and standards. 3.2 Select and load cooking trays and containers appropriate for the oven type and loading procedures. 3.3 Space reheating trays and containers to allow air flow. 3.4 Use ***appropriate methods*** to reheat precooked food items according to cooking instructions, food safety procedures and standards. 3.5 Check and record food temperature according to food safety procedures and standards. 3.6 Clean thermometers between ***temperature checks*** of each food

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	item. 3.7 Reheat fully frozen food only in emergency supply shortage circumstances.
4. Maintain, portion, present and serve reheated food.	4.1 Transfer reheated food safely to heated bain marie. 4.2 Maintain food temperature at 70 degrees Celsius. 4.3 Minimise warm holdings. 4.4 Evaluate the food items against quality indicators for rethermalised food and make adjustments before serving. 4.5 Portion food items to minimise waste and maximise yield and profitability of food. 4.6 Plate food items with accompaniments and garnishes appropriate for the food item. 4.7 Visually evaluate dishes and ***adjust presentation***. 4.8 Serve or deliver food items at temperatures that comply with food safety procedures and standards.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, date code and stock rotation labels and cooking instructions for precooked food
  - write records of temperature readings
- numeracy skills to:
  - calculate the number of portions required for food service period
  - calculate thawing temperatures and time required for the quantity of portions required
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and rethermalisation
- problem-solving skills to:
  - evaluate quality of chilled and frozen food items and dispose of spoilt stock
  - evaluate the quality of rethermalised food items and make adjustments to ensure a quality product
  - monitor temperatures and adjust according to identified discrepancies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food thawing and rethermalisation cooking equipment.

Required knowledge

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- characteristics and uses of different precooked food types subject to chilling and freezing:
  - culinary terms and trade names
  - bulk foods
  - plated meals
  - sous-vide products
  - meals-on-wheels
  - takeaway meals
- contents of stock date codes and rotation labels
- indicators of spoilage and contamination of chilled and frozen food items in storage
- food safety procedures for preparing and serving bulk amount of precooked food:
  - thawing
  - transferring
  - rethermalising
  - maintaining reheated food items
- mise en place requirements for rethermalising chilled and frozen foods
- for a variety of chilled and frozen food items, methods and temperature specifications for:
  - thawing
  - rethermalising
  - maintaining reheated food items
- quality indicators for rethermalised food items:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - taste
  - texture.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the ability to: • safely rethermalise bulk amounts of precooked food which has been chilled or frozen

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this unit	• prepare and rethermalise a variety of food items to meet multiple and diverse food service requirements
	• integrate knowledge of the:
	  • food safety procedures for thawing, rethermalising and maintaining reheated food items
	  • methods and temperature specifications for thawing, rethermalising and maintaining reheated food items
	  • produce meals containing rethermalised food items for multiple customers within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
	• Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists
	• a variety of chilled and frozen precooked food items in bulk amounts.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual preparing for and rethermalising a range of precooked chilled or frozen food items
	• evaluation of the taste and visual appeal of dishes produced by the individual
	• projects that allow assessment of the individual's ability to produce a bulk amount of rethermalised foods on a set menu for an event,
	• function or meeting within designated deadlines
	• written or oral questioning to assess knowledge of:
	  • characteristics and uses of different precooked food types
	  • food safety procedures
	  • rethermalisation methods
	  • temperature specifications
	  • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBSUS201A Participate in environmentally sustainable work practices • BSBWOR202A Organise and complete daily work activities • BSBWOR203B Work effectively with others • SITHCCC307 Prepare food to meet special dietary requirements • SITXFSA201 Participate in safe food handling practices • SITXFSA202 Transport and store food • TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements • standard menu items.
Foods may include:	• bulk foods

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	• entire meals • individual food items • meals-on-wheels • plated meals • sous-vide products • takeaway meals.
Appropriate methods to thaw frozen food items may include use of:	• chillers • coolrooms • refrigerators.
Appropriate methods to reheat precooked food items include:	• combi ovens • combi-steamer • infra-red radiation • kettle • low-heat convection • microwave • water bath.
Temperature checks are conducted on a range of foods, including:	• raw foods • ingredients • cold, frozen or reheated foods or ingredients.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	  • wiping drips or spills.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC207 Use cookery skills effectively

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC027A Prepare, cook and serve food for food service. Title changed to allow for application in broader catering contexts. Four prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite. 'Service' broadened to any production context. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of cookery skills for live service or production periods. The unit integrates key technical and organisational skills. It brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a commercial kitchen. This unit underpins the more advanced integrated unit SITHCCC309 Work effectively as a cook, which applies to qualified cooks.

Application of the Unit

This unit applies to hospitality and catering operations and to individuals who prepare a range of food items, but who may not be fully qualified cooks. Styles of menus may be classical, contemporary or ethnic and may be formal or informal according to organisational requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise and prepare for food service or production.	1.1 Calculate commodity quantities according to recipes and specifications. 1.2 Prepare a jobs checklist for food that is clear, complete and appropriate to the situation. 1.3 Follow instructions about menu requirements and job roles. 1.4 Follow a work schedule to maximise efficiency, taking into consideration roles and responsibilities of other eam members. 1.5 Complete food organisation and preparation according to different food production and service requirements.
2. Cook menu items for food service or production.	2.1 Select and use appropriate commercial equipment to produce menu items. 2.2 Cook menu items according to menu type and service style, using appropriate cookery methods. 2.3 Work cooperatively as part of a kitchen team. 2.4 Follow workplace safety and hygiene procedures according to organisation and legislative requirements. 2.5 Maintain cleanliness and tidiness of the work environment.
3. Complete end of shift requirements.	3.1 Complete end of shift procedures according to organisational practices. 3.2 Store food items appropriately to minimise food spoilage, contamination and wastage, and label them according to organisational procedures. 3.3 Participate in post shift debrief or handover.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to work cooperatively with others
- literacy skills to read menus, recipes and task sheets
- planning and organising skills to work in a logical and planned way
- problem-solving skills to:
  - respond to problems in the cooking process
  - deal with pressure of work and kitchen conditions
- numeracy skills to weigh and measure ingredients
- self-management skills to:
  - work safely in the kitchen
  - deal with pressure of work and kitchen conditions
- technology skills to use kitchen equipment.

Required knowledge

- culinary terms commonly used in the industry and organisation
- characteristics of different foods from all main food categories prepared in the organisation
- features of standard recipes
- procedures for organising and preparing food
- basic principles and methods of cookery
- features and functions of commercial kitchen equipment
- principles and practices of planning and organising work
- principles and practices related to food safety
- principles and practices related to kitchen safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare and serve multiple items for a minimum of 12 complete service periods (shifts) • use cookery methods appropriate to menu items • produce a range of menu items to industry and

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organisational quality standards
- use safe food hygiene and work practices
- multi-task and integrate technical and other skills to respond to multiple demands simultaneously
- work as part of a team in a positive and courteous manner
- prepare dishes within the typical workplace time constraints of a busy commercial kitchen
- integrate knowledge of relevant organisational policies and procedures.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - commercial kitchen operated within a training organisation that services customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual working as part of a kitchen team
- sampling of menu items produced by the individual
- evaluation of customer feedback about menu items and speed and timing of service
- written or oral questioning to assess knowledge about ingredients, cookery techniques, equipment and food hygiene
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- any Asian cookery, commercial cookery, kitchen operations or patisserie unit relevant to the job role.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food organisation and preparation may include:

- cleaning and preparing vegetables and other commodities
- cooking soups and other precooked items
- preparing and portioning:
  - meat
  - poultry
  - seafood
- preparing:
  - desserts
  - dressings
  - garnishes
  - sauces
  - stocks
- selecting and using serviceware and equipment.

Food production and service requirements may include:

- different menu types:
  - a la carte
  - buffet
  - pre-ordered items
  - set menu
- different service periods:
  - breakfast
  - dinner
  - lunch
  - special function.

End of shift procedures may include:

- cleaning procedures
- debriefing sessions
- preparations for the next food service or production period
- quality reviews
- restocking
- storage of food items.

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Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC301 Produce poultry dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITHCCC010A Select, prepare and cook poultry. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing poultry removed; outcomes covered in SITXINV301 Purchase goods. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***poultry products*** and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select knives and other ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and other equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Thaw frozen poultry safely. 3.2 Sort and assemble ingredients according food production sequencing. 3.3 Weigh and measure ingredients and create portions according to recipe. 3.4 Use poultry preparation techniques according to recipe requirements. 3.5 Minimise waste and store reusable by-products.
4. Cook poultry dishes.	4.1 Select and use poultry cookery methods. 4.2 Prepare poultry accompaniments and add marinades as required. 4.3 Follow standard recipes and make ***food quality adjustments***

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	within scope of responsibility.
5. Present poultry dishes.	5.1 Portion and serve poultry according to recipe requirements. 5.2 Carve poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation. 5.3 Add sauces and garnishes according to standard recipes. 5.4 Visually evaluate dish and ***adjust presentation***. 5.5 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer's instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of poultry and finished dishes and make adjustments to ensure a quality product
  - adjust taste and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used in the production of different poultry dishes
  - a variety of classical and contemporary poultry dishes
  - different cuts of poultry and styles of cooking
- characteristics of poultry products and poultry dishes:
  - appearance
  - fat content
  - freshness and other quality indicators

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    - historical and cultural derivations
    - nutritional value
    - taste
    - texture
- contents of stock date codes and rotation labels
- mise en place requirements for poultry dishes
- preparation methods for different cuts and types of poultry:
    - barding
    - de-boning
    - filleting
    - marinating
    - rolling and trussing
    - stuffing
    - trimming
- cookery methods for different cuts and types of poultry:
    - braising
    - deep-frying
    - grilling
    - poaching
    - roasting and pot-roasting
    - sautéing
    - stewing
- equipment used to produce poultry dishes:
    - care and maintenance
    - essential features and functions
    - safe operational practices
- storage of poultry products and dishes:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to:

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demonstrate competency in this unit

- produce poultry dishes using:
  - chicken
  - duck
  - turkey
- use poultry preparation techniques, including:
  - barding
  - de-boning
  - filleting
  - marinating
  - rolling and trussing
  - stuffing
  - trimming
- follow standard recipes to prepare multiple poultry dishes using a range of cookery methods including:
  - braising
  - deep-frying
  - grilling
  - poaching
  - roasting and pot-roasting
  - sautéing
  - stewing
- produce food for multiple customers within commercial time constraints
- demonstrate knowledge of poultry types and cuts
- integrate knowledge of:
  - quality indicators for poultry
  - cookery methods for different cuts and types of poultry
  - features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing poultry.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers

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- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing poultry dishes
- evaluation of the taste and visual appeal of poultry dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of poultry dishes for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for poultry equipment, cookery methods and appropriate
- environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities
- special customer requests
- special dietary needs.

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Poultry products may include:

- chicken
- duck
- goose
- guinea fowl
- pheasant
- pigeon
- quail
- turkey.

Equipment may include:

- bains marie
- blenders
- cooking ranges:
  - electric
  - gas
  - induction
- crockery
- cutlery
- food processors and mixers
- knives and knife sharpening equipment
- fryers
- grills and griddles
- microwaves
- ovens
- pans
- salamanders
- scales
- slicers
- steamers
- thermometers
- utensils.

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Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	  • wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITHCCC302 Produce seafood dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC011A Select, prepare and cook seafood. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing and supplier negotiation removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of fish and shellfish dishes following standard recipes. It requires the ability to select, prepare and portion seafood, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***seafood products*** and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select knives and other ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and other equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Thaw frozen seafood safely. 3.2 Sort and assemble ingredients according food production sequencing. 3.3 Weigh and measure ingredients and create portions according to recipe. 3.4 Use seafood ***preparation*** techniques according to recipe. 3.5 Minimise waste and store reusable by-products.
4. Cook fish and shellfish.	4.1 Select and use seafood ***cookery methods***. 4.2 Prepare seafood accompaniments and add sauces as required. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present fish and shellfish.	5.1 Portion and serve fish and shellfish according to recipe requirements. 5.2 Add sauces and garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***. 5.4 Store dishes in appropriate ***environmental conditions***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to evaluate quality of seafood and finished dishes and make adjustments to ensure a quality product
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used in the production of different fish and shellfish dishes
  - a variety of classical and contemporary seafood dishes
  - different varieties of seafood and styles of cooking
- characteristics of seafood products and fish and shellfish dishes:
  - appearance
  - freshness and other quality indicators
  - nutritional value
  - taste
  - texture
- contents of stock date codes and rotation labels
- mise en place requirements for seafood dishes
- preparation methods for fish and shellfish including:
  - cleaning
  - gutting
  - filleting
- cookery methods for different varieties and cuts of fish and shellfish:
  - baking
  - frying

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  - grilling
  - steaming
- equipment used to produce seafood dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operational practices
- storage of fish and shellfish products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce seafood dishes using:
	  • fish
	  • shellfish – molluscs and crustaceans
	• use seafood preparation techniques, including:
	  • cleaning
	  • gutting
	  • filleting
	• follow standard recipes to prepare multiple seafood dishes using a range of cookery methods including:
	  • baking
	  • frying
	  • grilling
	  • steaming
	• produce food for multiple customers within commercial time constraints
	• demonstrate knowledge of seafood classifications
	• integrate knowledge of:
	  • quality indicators for seafood
	  • cookery methods for different varieties of seafood
	  • features, functions and safe use of food preparation equipment

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- food safety practices for handling and storing seafood.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing seafood dishes
- evaluation of the taste and visual appeal of seafood dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of seafood dishes for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for seafood, equipment, cookery methods and
- appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Seafood products may be fresh, frozen or preserved, from ocean or freshwater, and may include:

- fish of different shape:
  - flat fish
  - round fish
- fish of different types:
  - oily fish
  - whitefish
- octopus and squid
- shellfish:
  - crustaceans
  - molluscs
- whole or filleted fish.

Equipment may include:

- food processors
- knife sharpening equipment
- poachers
- steamers
- weighing scales.

Preparation may include:

- cleaning
- de-scaling
- pin-bone removal
- gutting
- filleting
- shelling
- skinning.

Cookery methods may include:

- baking
- broiling
- frying
- grilling
- steaming
- sauteing.

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Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITHCCC303 Produce meat dishes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITHCCC012A Select, prepare and cook meat. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing and supplier negotiation removed; outcomes covered in SITXINV301 Purchase goods. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of meat dishes following standard recipes. It requires the ability to select, prepare and portion meat, and to use relevant equipment and cookery methods.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***meat products*** and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select knives and other ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and other equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Thaw frozen meats safely. 3.2 Sort and assemble ingredients according food production sequencing. 3.3 Weigh and measure ingredients and create portions according to recipe. 3.4 Use meat preparation techniques according to recipe requirements. 3.5 Minimise waste and store reusable by-products.
4. Cook meat dishes.	4.1 Select and use meat cookery methods. 4.2 Prepare marinades and meat accompaniments as required. 4.3 Follow standard recipes and make ***food quality adjustments***

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	within scope of responsibility.
5. Present meat dishes.	5.1 Portion and serve meats according to recipe requirements. 5.2 Carve meats using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation. 5.3 Add sauces and garnishes according to standard recipes. 5.4 Visually evaluate dishes and ***adjust presentation*** as required. 5.5 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of meat and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used in the production of different meat dishes
  - classical and contemporary meat dishes
  - different cuts of meat and styles of cooking
- characteristics of meat products and meat dishes:
  - appearance
  - fat content

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    - freshness and other quality indicators
    - historical and cultural derivations
    - primary, secondary and portioned cuts
    - nutritional value
    - taste
    - texture
- contents of stock date codes and rotation labels
- mise en place requirements for meat dishes
- preparation methods for different cuts and types of meat:
    - ageing
    - barding
    - boning
    - cutting
    - larding
    - marinating
    - mincing
    - rolling
    - tenderising
    - trimming
    - trussing and tying
    - skewering
- cookery methods for different cuts and types of meat:
    - roasting
    - grilling
    - frying
    - braising
    - stewing
- equipment used to produce meat dishes:
    - knife care and maintenance
    - essential features and functions
    - safe operational practices
- storage of meat products:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- produce meat dishes using:
  - beef
  - game
  - fancy meats
  - lamb
  - offal
  - pork
  - veal
- use meat preparation techniques, including:
  - ageing
  - barding
  - boning
  - cutting
  - larding
  - marinating
  - mincing
  - portioning
  - rolling
  - tenderising
  - trimming
  - trussing and tying
  - skewering
  - stuffing
- follow standard recipes to prepare multiple meat dishes using a range of cookery methods including:
  - roasting
  - grilling
  - frying
  - braising
  - stewing
- produce food for multiple customers within commercial time constraints
- demonstrate knowledge of meat classifications
- integrate knowledge of:
  - quality indicators for meat
  - cookery methods for different cuts and types of

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meat
- features ,functions and safe use of food preparation equipment
- food safety practices for handling and storing meat.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment
- Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing meat dishes
- evaluation of the taste and visual appeal of meat dishes prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of meat dishes
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicator for meat, equipment, cookery methods and appropriate
- environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- dietary requirements
- portion control
- quantities
- special customer requests.

Meat products may be fresh, frozen, cryovac or preserved and may include:

- beef
- game, fancy meats and offal:
  - boar
  - brains
  - buffalo
  - crocodile
  - emu
  - hare
  - kangaroo
  - kidney
  - liver
  - ostrich
  - ox tails
  - rabbit
  - sweetbreads
  - tongue
  - venison
- lamb
- pork
- veal.

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Equipment may include:

- bowl choppers
- food processors
- knife sharpening equipment
- knives
- larding needles
- meat:
  - bats
  - cleavers
  - hooks
  - thermometers
- mincers
- saws
- slicing machines
- weighing scales.

Food quality adjustments may relate to:

- cooking preference:
  - blue
  - rare
  - medium rare
  - medium
  - medium well
  - well done
- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

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To ***adjust presentation*** may include:	• changing accompaniments and garnishes to maximise:
	  • balance
	  • colour
	  • contrast
	  • eye appeal
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC304 Produce and serve food for buffets

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC015A Plan and prepare food for buffets. Title changed to better reflect the intent and content of the unit. There was confused intent with and duplication across the two units SITHCCC015A Plan and prepare food for buffets, and SITHCCC019A Plan, prepare and display a buffet. This unit now only covers preparing and serving food for buffets. Element 3 Prepare and produce desserts for buffets removed. Desserts covered by range statement. Three prerequisite units removed, SITXFSA101 Use hygienic practices for food safety retained as prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce and present foods for buffets. It requires the ability to cook buffet foods and to present, serve and replenish them throughout the service period.

It does not include the overall design, planning and display of buffets which is covered by the unit SITHKOP401 Plan and display buffets.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare and serve buffet food including restaurants, hotels, clubs, event and function venues.

It applies to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate the required quantities of ***buffet*** food and ingredients according to expected customer traffic. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Produce and present foods for buffets.	2.1 Use appropriate cookery methods and standard recipes to prepare ***foods for buffets***. 2.2 ***Glaze buffet items*** to acceptable organisational standards. 2.3 Produce sauces and garnishes suitable for buffet food items. 2.4 Produce or obtain appropriate buffet ***showpieces and decorations***. 2.5 Use organisational buffet display plans to determine the layout of buffet. 2.6 Arrange and present food items attractively without drips or spills to maximise appeal. 2.7 Display hot and cold buffet food in appropriate serviceware at a safe temperature to avoid food hazards.
3. Serve, replenish and store buffet foods.	3.1 ***Serve food*** according to organisational standards. 3.2 Follow organisational food safety procedures for displaying and serving hot and cold buffet foods to avoid food contamination.

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3.3 Use portion control to minimise wastage and maximise profit.

3.4 Replenish buffet items throughout the service period to meet customer traffic requirements.

3.5 Store buffet items in appropriate ***environmental conditions*** before and after the buffet service period.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate required quantities of buffet food for expected customer traffic
  - weigh and measure ingredients for bulk food preparation
  - calculate temperatures for the safe display of food items
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - recognise potential food safety hazards and make adjustments to avoid any issues
  - recognise shortages of food for customer traffic and replenish buffet items
- self-management skills to manage own speed, timing and productivity
- technology skills to use buffet serviceware for the display of hot and cold foods.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce buffet items
  - a variety of classical and contemporary buffet items
- suitable types of foods and dishes for buffets and their characteristics:
  - appropriate conditions and temperatures for display and service to maintain optimum quality and food safety
  - effects of displaying items on their nutritional value
  - appropriate portions
- mise en place requirements for producing and presenting foods for buffets
- presentation techniques for food items that make up a buffet
- full contents of the organisational food safety procedures for displaying and serving hot and cold buffet foods

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- organisational standards for:
  - serving buffet foods
  - portion sizing
- storage of ingredients and buffet food items:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• cook a variety of buffet foods according to standard recipes and present, serve and replenish them throughout multiple buffet service periods
	• produce a quantity of buffet dishes and items that are consistent in quality, size, shape and appearance for each buffet service period
	• integrate knowledge of:
	  • suitable types of foods and dishes for buffets
	  • food safety procedures for displaying and serving hot and cold buffet foods
	  • appropriate portion sizes for buffet items
	• produce buffet foods within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• a buffet display and service area with specific equipment for buffet service including display crockery and chafing dishes

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- food preparation lists and standard recipes
- a variety of commercial ingredients for buffet foods
- customers with whom the individual can interact when serving buffet dishes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual producing food for buffets and serving portions of food to customers
- evaluation of the taste and visual appeal of buffet food items produced by the individual
- projects that allow assessment of the individual's ability to produce and serve buffet foods for an event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of culinary terms, suitable types of foods and dishes for buffets, presentation techniques and food safety procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWOR202A Organise and complete daily work activities
- SITHPAT306 Produce desserts
- SITXCCS303 Provide service to customers
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may

- deadlines

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include:

- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Buffet may be for:

- a venue:
  - indoor
  - outdoors
- breakfast
- dinner
- events
- functions
- lunch.

Foods for buffets may include:

- breads
- cheeses
- classical or contemporary recipes
- cold breakfast foods:
  - cereals
  - fruit
  - pastries
  - yoghurt
- foods selected to meet special dietary requirements
- glazed foods, galantines and forcemeats
- hot breakfast foods:
  - eggs
  - bacon
  - beans
  - sausages
  - tomatoes
- hot and cold dessert and pastry items
- meats
- poultry
- salads
- seafood
- selection of hot and cold dishes
- smallgoods
- themed foods.

Glaze buffet items may involve:

- aspic
- gelatine preparations.

Showpieces and decorations may

- bread

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include:	• candles
	• carved, moulded or assembled items
	• chocolate
	• decorated cakes and display cakes
	• edible or non-edible materials
	• floral arrangements
	• fruit and vegetable displays
	• glassware and serviceware
	• ice, fruit or vegetable, chocolate, salt or margarine carvings
	• special occasion cakes
	• special theme items
	• sugar
	• those:
	  • designed and made by the chef
	  • selected and purchased from external designers.

To serve food may involve:	• carving meats • ladling sauces and gravies • slicing cakes • serving dessert accompaniments such as cream and ice cream.
Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC305 Produce pates and terrines

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC018A Prepare pates and terrines. Title changed to better reflect intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce pâtés and terrines from standard recipes, and to develop new recipes. It requires the ability to select and prepare ingredients, use relevant equipment and present the final product.

Application of the Unit

This unit applies to hospitality and catering organisations, and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Prepare pâtés and terrines.	4.1 Prepare and line moulds for pâtés and terrines using ***suitable ingredients***. 4.2 Prepare and use binding agents and processes required for preparation of basic forcemeat. 4.3 Prepare pastries suitable for pâté en croute using appropriate handling techniques. 4.4 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present pâtés and terrines.	5.1 Prepare pâtés and terrines for presentation, using garnishes and other decorations according to standard recipes. 5.2 Visually evaluate dish and ***adjust presentation***. 5.3 Store pâtes and terrines in appropriate ***environmental conditions***.
6. Develop new recipes.	6.1 Develop recipes for pâtés and terrines using suitable products.

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6.2 Test new recipes for taste, yield and customer acceptance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used in the production of pâtés and terrines
  - a variety of classical and contemporary pâtés and terrines
- characteristics of pâtés and terrines:
  - range of possible ingredients
  - binding agents
  - presentation techniques
- nutritional value of different pâtés and terrines
- mise en place requirements for pâtés and terrines
- preparation methods for pâtés and terrines:
  - forcemeat production
  - glazing
  - layering
  - mould lining

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    - precision cutting
- equipment used to produce pâtés and terrines:
    - care and maintenance
    - essential features and functions
    - safe operational practices
- storage of pâtés and terrines:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a variety of pâtés and terrines made from different ingredients
	• produce pâtés and terrines within commercial time constraints
	• create new recipes for pâtés and terrines
	• integrate knowledge of:
	  • ingredients used for pates and terrines
	  • preparation methods
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing pates and terrines.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing pates and terrines • evaluation of the taste and visual appeal of pates and terrines prepared by the individual • projects that allow assessment of the individual's ability to produce a variety of pates and terrines for different purposes • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, equipment, preparation methods and appropriate environmental storage • conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• available supplies in stock • costing constraints • deadlines • portion control • quantities to be produced • special customer requests.
Ingredients for making pâtés, pâtés en	• alcohol

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croute and terrines may include:	• dairy foods
	• fish and shellfish
	• fruits
	• meat:
	  • ham
	  • game
	  • offal and livers
	  • pork
	  • veal
	• poultry
	• vegetables.

Equipment may include:	• bowl cutters or food processors • food mills and blenders • mincers.
Suitable ingredients for lining moulds may include:	• pastry • pork fat • pork caul • vegetables • skins.

Food quality adjustments may relate to:	• taste:
	  • bitter
	  • salty
	  • sour
	  • sweet
	  • umami
	• temperature
	• texture:
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:

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- balance
- colour
- contrast

- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC306 Handle and serve cheese

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC021B Handle and serve cheese. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing and supplier negotiation removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present cheese This is underpinned by a comprehensive knowledge of cheese varieties.

Application of the Unit

This unit applies to hospitality and catering organisations where cheese is served as a menu course. Responsibility for cheese may rest with a range of individuals depending on the organisation. It may include cooks or senior food and beverage attendants.

Cheeses may include milk-based products from cows, sheep, goats or buffalo, or alternatives such as soy. They may be traditional, contemporary or specialist and may be locally produced or imported.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare cheese for service.	1.1 Identify and select ***cheeses*** and cheese ***types*** from stores according to quality, freshness and stock rotation requirements. 1.2 Bring cheeses to room temperature before serving. 1.3 Create optimum conditions for particular cheeses and ***service style***. 1.4 Prepare appropriate ***garnishes and accompaniments*** according to organisational standards. 1.5 Minimise waste in preparation of cheeses.
2. Present and store cheese.	2.1 Present cheese according to required ***context***. 2.2 Add accompaniments and garnishes. 2.3 Visually evaluate dish and ***adjust*** presentation. 2.4 Minimise waste and use cheese leftovers productively. 2.5 Store cheeses in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and organisation skills to minimise wastage
- literacy skills to read and interpret orders
- numeracy skills to calculate number of portions, portion size and numbers of accompaniments
- planning and organising skills to efficiently sequence the stages of food preparation and production

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- problem-solving skills to evaluate quality of cheese and cheese presentation and make adjustments.

Required knowledge

- commodity knowledge of varieties of cheeses, including:
  - classification and characteristics
  - manufacturing methods, place of origin, and historical and cultural aspects
  - uses of various cheeses
  - appropriate garnishes and accompaniments for cheese
  - optimum conditions for serving cheese, including degree of ripeness and temperature
- nutritional knowledge, in particular the food value and composition of cheese
- culinary terms related to different cheeses commonly used in the industry
- hygiene requirements relating to possible bacterial spoilage in the preparation, storage and service of cheese.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate a detailed knowledge and understanding of the different classifications and characteristics of cheeses • prepare and present cheeses with suitable garnishes and accompaniments • integrate knowledge of: • food safety practices for handling and storing cheese.
Context of and specific resources for assessment	Assessment must ensure use of: • a fully equipped food preparation area with appropriate equipment and serviceware, as defined in the Assessment Guidelines • cheeses of varying types.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing and

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	presenting cheeses • oral or written questioning about cheese types, origins and characteristics, required hygiene practices and suitable garnishes • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cheeses may include:	• blue • cheddar • eye • fresh unripened • hard • stretched curd • washed rind • white mould.
Cheese ***types*** may include:	• commodity (mass produced) • farmhouse • farmhouse style • low fat • processed • reduced fat • rindless cheddar • specialty.
Service style may be:	• cheese plates • cheese trolley • table service • buffet presentation.
Garnishes and accompaniments for cheese may include:	• biscuits and crackers • breads

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	• fresh and dried fruits • herbs, edible leaves and flowers • jellies • nuts • vegetables.
Contexts in which cheeses are served may include:	• as appetisers • as entrees • after main courses • as part of the dessert course • as cheese tastings • as a stand-alone meal.

Adjustments may include:	• changing accompaniments and garnishes to maximise:
	  • balance
	  • colour
	  • contrast
	  • eye appeal
	  • taste
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions may include:	• humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC307 Prepare food to meet special dietary requirements

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC029A Prepare foods according to dietary and cultural needs. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare dishes for people who have special dietary needs for health, lifestyle and cultural reasons. It requires the ability to confirm the dietary requirements of customers, use special recipes, select special ingredients and produce food to satisfy special requirements.

This unit does not include menu planning for special diets which is found in the unit SITHKOP402 Develop menus for special dietary requirements.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare and serve food. This includes hotels, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, event and function caterers.

It applies to cooks and patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm special dietary requirements and select ingredients.	1.1 Confirm the ***dietary*** and ***cultural food requirements*** of the ***customer***. 1.2 Liaise with ***others*** to clarify requirements. 1.3 Confirm health consequences of ignoring special dietary requirements of customers. 1.4 Access special dietary recipes and select specialised ***ingredients***. 1.5 Identify, from recipes and packaging, ingredients that may cause health consequences due to food allergies or intolerance. 1.6 Exclude ingredients from dishes as requested by the customer.
2. Prepare foods to satisfy nutritional and special dietary requirements.	2.1 Follow special recipes to produce dishes for those with special dietary and cultural food requirements. 2.2 Modify menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value. 2.3 Communicate specific dietary or cultural requirements for food preparation to other team members. 2.4 Select appropriate ingredients to ensure optimum nutritional quality of dishes. 2.5 Use appropriate equipment and cooking techniques for specific diets.

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2.6 Employ suitable preparation and cooking techniques to retain optimum nutritional values.

2.7 Present nutritionally balanced food in an appetising and attractive manner.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm dietary requirements with customers
  - discuss special food preparation requirements with kitchen team members
- literacy skills to:
  - read and comprehend special dietary recipes and packaging labels
  - write notes on recipe requirements and calculations
- numeracy skills to weigh and measure ingredients
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - consider and respond to special customer needs and requests
  - adjust standard menu items to meet special customer requests
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - substitute ingredients used to produce dishes with special dietary recipes
  - ingredients suitable for meeting basic nutritional needs
  - ingredients that cause common allergic reactions
  - food additives and preservatives
- main types and culinary characteristics of special diets that are part of contemporary Australian society:
  - diabetic
  - gluten free
  - low cholesterol
  - low fat
  - low gluten
  - sugar free
  - vegan

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- meaning of:
  - drug–food interactions
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- main types and culinary characteristics of cultural diets that are part of contemporary Australian society:
  - halal
  - Hindu
  - kosher
  - vegetarian
- basic principles and practices of nutrition, including:
  - nutrients and their food sources
  - influences on food choice
  - food and beverage selection influences
  - food labelling and interpretation
  - role and implications of using food additives and preservatives
  - health implications of food choices
  - role of good nutrition in avoiding dietary diseases
  - effects of various cooking methods and food storage on nutrients
- primary components of Dietary Guidelines for Australians, including those for older Australians, children and adolescents.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow special recipes to prepare and produce a variety of dishes to meet multiple and diverse requests of customers with special dietary requirements • modify a range of recipes and menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value

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- demonstrate knowledge of:
  - key health and legal consequences of failing to address special requirements
  - main types and culinary characteristics of special and cultural diets that are part of contemporary Australian society
- produce special dishes for multiple customers within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- recipes for special dietary requirements
- Dietary Guidelines for Australians, including those for older Australians, children and adolescents
- a variety of commercial ingredients for special dietary and cultural dishes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of dishes for customers with special dietary requirements
- evaluation of the taste and visual appeal of dishes produced by the individual
- use of problem-solving exercises so the individual can identify and evaluate the dietary needs of different types of customer and provide responses
- projects that allow assessment of the individual's ability to produce, within designated deadlines, a variety of special dishes that meet the cultural food requirements of a designated customer group attending a cultural event or function
- written or oral questioning to assess knowledge of:
  - meaning food allergies and intolerance and common allergic and food intolerance reactions
  - health and legal consequences of non-compliance with special requests
  - characteristics of special and cultural diets

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHPAT306 Produce desserts
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations
- any commercial cookery, commercial catering, patisserie or Asian cookery unit.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dietary requirements may include:

- diabetic
- contemporary eating regimes:
  - elimination
  - liver cleansing
  - macrobiotic
- exclusions for:
  - allergies
  - contraindications with medicines
  - food intolerance
- fluids
- food preferences
- food restrictions
- gluten-free
- high carbohydrate
- high or low-energy
- high or low-protein
- high-fibre
- lacto-ovo
- low-carbohydrate
- low-cholesterol
- low-fat
- low gluten

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- low-kilojoule
- modified sodium or potassium
- modified texture
- nutritional requirements
- portion size
- vegan
- vegetarian.

Cultural food requirements may include:

- cultural or religious dietary:
  - needs
  - requirements
  - sanctions
- halal
- Hindu
- kosher
- vegetarian.

Customer may include:

- adolescents
- athletes
- children
- defence forces
- health care customers
- infants
- international tourists
- people from different socio-economic groups
- people from specific cultural or religious groups
- the:
  - aged
  - ill
  - injured
  - obese
- those with particular nutritional interests
- those with varying nutritional and energy requirements due to physical condition.

Others may include:

- allied health professionals
- customers
- diet technicians
- dieticians
- family members
- health and medical personnel
- nutritionists
- religious personnel
- supervisors and managers.

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Ingredients may include:

- fat-free
- low-carbohydrate
- low-fat
- low gluten
- low-kilojoule
- low-sugar
- substitutes:
  - gluten-free flour
  - yeast-free flour
  - non-sugar sweeteners
- sugar-free
- those without known allergic reactions
- vegan.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC308 Produce cakes, pastries and breads

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC014A Prepare pastries, cakes and yeast goods. Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce cakes, pastries and breads in a commercial kitchen following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate cakes, pastries and breads.

It does not cover the specialist skills used by patissiers to produce specialist patisserie products. These are covered in the range of patisserie units coded PAT.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve cakes, pastries and breads including hotels, restaurants and patisseries.

It applies to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes, pastries and breads required. 3.3 Prepare ***yeast based doughs*** to correct consistency and shape and according to standard recipes. 3.4 Minimise waste to maximise profitability of cakes, pastries and breads produced.
4. Cook cakes pastries and breads.	4.1 Use cookery methods for ***cakes***, ***pastries*** and ***breads*** and ***fillings*** to achieve desired product characteristics. 4.2 Follow standard recipes and make ***food quality adjustments***

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	within scope of responsibility. 4.3 Select baking conditions, required oven temperature and bake cakes, pastries and breads. 4.4 Cool cakes, pastries and breads in appropriate conditions to retain optimum freshness and product characteristics. 4.5 Store reusable by-products of food preparation for future cooking activities.
5. Decorate present and store cakes pastries and breads.	5.1 Enhance appearance and taste of cakes, pastries and breads using suitable fillings, icings and ***decorations***, according to standard recipes. 5.2 Apply icing to ensure a smooth and seamless finish. 5.3 Visually evaluate cakes, pastries and breads and ***adjust presentation*** before displaying. 5.4 Use suitable serviceware to attractively present cakes, pastries and breads according to organisational standards. 5.5 Display cakes, pastries and breads in appropriate conditions to retain optimum freshness and product characteristics. 5.6 Store cakes, pastries and breads and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of cakes, pastries and breads required
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished cakes, pastries and breads and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity

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- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce cakes, pastries and breads
  - a variety of classical and contemporary cakes, pastries and breads
- product characteristics of a variety of classical and contemporary cakes pastries and breads:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - taste
  - texture
- basic aspects of yeast fermentation and dough development processes
- nutritional value of classical and contemporary cakes, pastries and breads
- historical and cultural derivations of a variety of cakes, pastries and breads
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for cakes, pastries and breads
- mise en place requirements for producing cakes, pastries and breads and fillings
- cookery methods for cakes, pastries, breads and fillings:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting, shaping and moulding
  - incorporating fat
  - kneading and handling
  - preparing and using fillings
  - preparing and using pre-bake finishes and decorations
  - resting
  - rolling
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate baking temperatures and cooking times for cakes, pastries, breads and fillings
- equipment used to produce cakes, pastries and breads:
  - essential features and functions
  - safe operational practices

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- storage of cakes, pastries, breads and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to produce and decorate cakes, pastries and breads including:
	  • for cakes:
	  • basic aerated sponges
	  • Genoise sponges
	  • Madeira cakes
	  • for pastries:
	  • choux paste
	  • filo or strudel
	  • puff paste
	  • short and sweet paste
	  • for breads:
	  • bread rolls
	  • breakfast breads
	• produce multiple cakes, pastries and breads of the same type that are consistent in quality, size, shape and appearance
	• integrate knowledge of:
	  • quality indicators for ingredients
	  • cookery methods for cakes, pastries and breads
	  • essential features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing cakes, pastries and breads
	• produce cakes, pastries and breads within commercial time constraints.

Context of and specific	Assessment must ensure use of:

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resources for assessment

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for cakes, pastries and breads.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of cakes, pastries and breads
- evaluation of the taste and visual appeal of cakes, pastries and breads produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of cakes, pastries and breads for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs
- SITHCCC304 Produce and serve food for buffets
- SITHCCC307 Prepare food to meet special dietary requirements
- SITXFSA201 Participate in safe food handling practices

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- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Equipment may include:

- baking sheets
- beaters
- bowl cutters
- cake tins and moulds
- chopping boards
- commercial mixers and attachments
- cutting implements for nuts and fruits
- graters
- knives, including large serrated cake knives
- ladles in a variety of sizes
- pastry cutters and shapes
- marble bench
- measurers:
  - metric calibrated measuring jugs
- moulds, shapes and cutters
- ovens
- piping bags and attachments

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- proofer
- range of saucepans and pots for small and large production
- serving tongs and trowels
- sets of stainless steel bowls
- scales
- serviceware
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Yeast based doughs may include:

- basic bread
- croissant
- Danish
- savarin
- those from premixed packages
- yeast bun.

Cakes may include:

- basic aerated sponge
- cold set cakes and mousse cakes
- friends
- fruit cake
- Genoise sponge
- Madeira cake
- meringues
- muffins
- Swiss roll
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Pastries may include:

- choux paste, including:
  - profiteroles
  - éclairs
- filo or strudel
- puff paste, including:
  - milles feuilles
  - quiches
- short and sweet paste, including:
  - flans

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- tarts
- pies

- those:
  - derived from classical or contemporary recipes
  - from various cultural origins
- yeast-raised pastries including:
  - Danish pastries
  - croissants
  - brioche
  - savarins.

Breads may include:

- sweet and savoury:
  - breads
  - rolls
  - buns
- breads and buns including:
  - baguettes
  - Bath buns
  - bread rolls
  - breakfast breads
  - dinner rolls
  - hot cross buns
  - lunch rolls
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Fillings may include:

- savoury fillings using:
  - bacon
  - cheese
  - fish
  - ham
  - meat
  - poultry
  - vegetables
- sweet fillings:
  - chocolate
  - cream
  - custard
  - fresh or crystallised fruit and fruit purées
  - meringue

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- whole or crushed nuts.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - salty
  - spicy
  - sweet
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - intense
  - marshmallow like
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Decorations may include:

- chocolate
- coloured and flavoured sugar
- fresh, preserved or crystallised fruits
- fruit purées

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	• glazes • icings • jellies • sprinkled icing sugar • whole or crushed nuts.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC309 Work effectively as a cook

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC028A Prepare, cook and serve food for menus. Title changed to better reflect the intent and content of the unit. Fourteen prerequisite units removed. SITXFSA101 Use hygienic practice for food safety retained as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work as a cook. It incorporates all aspects of organising, preparing and cooking a variety of food items across different service periods and menu types, using a range of cooking methods and team coordination skills. The unit integrates key technical and organisational skills required by a qualified commercial cook. It brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a commercial kitchen.

Application of the Unit

This unit applies to cooks in hospitality and catering organisations who operate with some level of independence, often under the guidance of more senior chefs. Menus may be classical, contemporary or ethnic and service may be formal or informal.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise and prepare for food service or production.	1.1 Determine and calculate commodity quantities and determine requirements for quality and style according to recipes and specifications. 1.2 Prepare a job checklist for food that is clear, complete and appropriate to the situation. 1.3 Liaise with other team members about menu requirements and job roles. 1.4 Develop and follow a work schedule to maximise efficiency, taking into consideration roles and responsibilities of other team members. 1.5 Complete ***food organisation and preparation*** according to different ***food production and service requirements***.
2. Cook and present menu items for food service or production.	2.1 Select and use appropriate commercial equipment to produce menu items. 2.2 Cook menu items according to menu type and service style, using appropriate cookery methods. 2.3 Adjust menu items and ingredients to meet ***special requests or dietary requirements of customers***. 2.4 Produce menu items to meet customer expectations of quality, appeal of presentation and timeliness of delivery. 2.5 Work cooperatively as part of a kitchen team and delegate tasks appropriately. 2.6 Follow workplace safety and hygiene procedures according to organisation and legislative requirements. 2.7 Maintain cleanliness and tidiness of the work environment.

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3. Complete end of shift requirements.	3.1 Complete ***end of shift procedures*** according to organisational practices. 3.2 Store food items appropriately to minimise food spoilage, contamination and wastage. 3.3 Participate in post-shift debrief or handover.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
  - work cooperatively with others
  - delegate tasks
- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer's instructions for equipment
  - write notes on recipe requirements and calculations
- planning and organising skills to prioritise, sequence and monitor tasks and processes
- problem-solving skills to:
  - evaluate quality of dishes and make adjustments to ensure a quality product
  - anticipate and respond to other kitchen operations challenges
- numeracy skills to weigh and measure ingredients
- self-management skills to:
  - work safely in the kitchen
  - deal with pressure of work and kitchen conditions
  - manage own speed, timing and productivity
  - coordinate own work across multiple tasks
- technology skills to use kitchen equipment.

Required knowledge

- culinary terms commonly used in the industry and organisation
- characteristics of different foods from all main food categories served in the organisation
- features of standard recipes
- procedures for organising and preparing food
- basic principles and methods of cookery
- features and functions of commercial kitchen equipment
- principles and practices of planning and organising work
- principles and practices related to food safety

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- principles and practices related to kitchen safety
- varying requirements of different food service periods and menu types.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare, cook and present multiple items for a minimum of 48 complete food service periods (shifts) including:
	  • breakfast
	  • dinner
	  • lunch
	  • special function
	• prepare, cook and present items for at least two different menu types
	• prepare cook and serve items from different food types that meet quality requirements, including:
	  • appetisers and salads
	  • fish and shellfish
	  • hot and cold desserts
	  • meat
	  • pastries, cakes and yeast goods
	  • poultry and game
	  • stocks, sauces and soups
	  • vegetables, eggs and farinaceous products
	• use safe food hygiene and work practices
	• multi-task and integrate technical and other skills to respond to multiple demands simultaneously
	• work as part of a team and coordinate team activities in a positive and courteous manner
	• prepare dishes for customers within the typical time constraints of a busy commercial kitchen
	• integrate knowledge of relevant organisational policies and procedures.

Context of and specific	Assessment must ensure use of:

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resources for assessment	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • commercial kitchen operated within a training organisation that services customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a training record book used as part of apprenticeship arrangements • direct observation of the individual preparing and cooking food items in a commercial kitchen • sampling of menu items prepared by the individual • evaluation of customer feedback about menu items and speed and timing of service • written or oral questioning to test knowledge about commodities, cookery techniques, equipment and food hygiene • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • any Asian cookery, commercial cookery, kitchen operations or patisserie unit relevant to the job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food organisation and preparation may include:	• cleaning and preparing vegetables and other commodities

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- cooking soups and other precooked items
- preparing and portioning:
  - meat
  - poultry
  - seafood
- preparing:
  - desserts
  - dressings
  - garnishes
  - sauces
  - stocks
- selecting and using serviceware and equipment.

Food production and service requirements may include:

- different menu types:
  - a la carte
  - buffet
  - pre-ordered items
  - set menu
- different service periods:
  - breakfast
  - dinner
  - lunch
  - special function.

Special requests or dietary requirements of customers may relate to:

- cultural needs and restrictions
- customer preferences
- dietary requirements based on medical issues.

End of shift procedures may include:

- cleaning procedures
- debriefing sessions
- preparations for the next food service period
- quality reviews
- restocking
- storage of food items.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITHCCC401 Produce specialised food items

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC023B Select, prepare and serve specialised food items. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Menu planning and promotional content removed as it does not necessarily apply at this level, and is covered in the following units SITHKOP302 Plan and cost basic menus and SITHKOP501 Design and cost menus.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and cook food items that are more unusual in nature following standard recipes. It requires the ability to select and prepare ingredients and to use relevant equipment and specialised cookery methods.

Application of the Unit

This unit applies to cooks who work in hospitality and catering organisations. Because the nature of food items is specialised, it may apply to chefs and cooks with advanced skills or with skills in very particular styles of cooking.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients for ***specialised food items*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according food production sequencing. 3.2 Weigh and measure ingredients and create portions according to recipe. 3.3 Minimise waste and store reusable by-products.
4. Cook specialised food items.	4.1 Select and use ***preparation and cookery methods*** for specialised food items. 4.2 Prepare and use accompaniments suited to dishes. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility.
5. Present and store specialised food items.	5.1 Present dishes attractively on appropriate serviceware. 5.2 Add dips, sauces and garnishes according to standard recipes. 5.3 Visually evaluate dish and ***adjust presentation***.

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5.4 Store dishes in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for ingredients used in the relevant specialised area
- characteristics of relevant specialised items:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation and cookery methods for the relevant specialised items
- equipment used to produce specialised dishes:
  - essential features and functions

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  - safe operational practices
- storage of products:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• produce a range of specialised food items that require the application of specialised cookery methods
	• produce food for multiple customers within commercial time constraints
	• integrate knowledge of:
	  • quality indicators for specialised food items
	  • cookery methods for different items
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing one or more specialised food items.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• food preparation lists and standard recipes
	• a variety of commercial ingredients.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing for and producing specialised food items

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- evaluation of the taste and visual appeal of specialised food items s prepared by the individual
- projects that allow assessment of the individual's ability to produce a variety of specialised food items for different occasions
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for food items, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC307 Prepare food to meet special dietary requirements
- SITHKOP402 Develop menus for special dietary requirements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements.

Specialised food items may include:

- aquatic plants, such as seaweeds
- aromatics, flavourings, spices and herbs
- bush foods and native Australian ingredients
- commodities from ethnic cuisines and cultural traditions such as Mexican, Asian and Middle Eastern
- fruits, vegetables, flowers and salad items

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- fungi
- meats, poultry and game other than lamb, beef, pork and chicken
- offal and specialist meat products
- preserves, condiments and accompaniments
- seeds and nuts
- specialist cheeses and dairy products
- unusual fish, shellfish and other foods from salt or fresh water.

Specialised ***preparation and cookery methods*** may include:

- cooking on salt,
- earth oven cooking
- hanging of meat, poultry and game
- marinating and coating
- molecular gastronomy
- preserving:
  - drying
  - salting
  - pickling
  - smoking
- tenderising
- using special ovens and cooking utensils.

Food quality adjustments may relate to:

- taste:
  - bitter
  - salty
  - sour
  - sweet
  - umami
- temperature
- texture:
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

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To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Commercial Cookery and Catering

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SITHCCC402 Prepare portion-controlled meat cuts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC020B Prepare portion-controlled meat cuts. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment. SITHCCC303 Produce meat dishes, removed as a prerequisite as units seem discrete in content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select quality meats, break down primary and secondary cuts into portions and prepare a selection of meat products.

Application of the Unit

This unit applies to hospitality and catering organisations and to cooks who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm food production requirements from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***meats*** and ***meat products*** and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select knives and other ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use knives and other equipment safely and hygienically according to manufacturer instructions.
3. Prepare portion controlled meat cuts and meat products.	3.1 Specify, select and weigh ingredients correctly according to standard recipes. 3.2 Cut meats precisely to required portion size and weight as required for standard recipes. 3.3 Prepare portion-controlled meat products using suitable ingredients and methods according to standard recipe requirements. 3.4 Select and use appropriate ingredients, fillings, flavourings and marinades for meat products. 3.5 Minimise waste and save and store re-usable by-products.
4. Store meat cuts and meat products.	4.1 Store meat cuts and products in appropriate environmental conditions. 4.2 Use ***meat preservation methods*** as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and interpret food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - calculate the number of portions
  - weigh and measure ingredients
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of meat and finished meat products and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of meat products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - primary and secondary meat cuts according to Australian standard meat cuts
- basic meat science and meat preservation techniques
- characteristics of meat products and meat dishes:
  - appearance
  - classical and contemporary trends
  - fat content
  - freshness and other quality indicators
  - historical and cultural derivations
  - primary, secondary and portioned cuts
  - nutritional value
  - taste
  - texture
- contents of stock date codes and rotation labels
- preparation methods for different cuts and types of meat:
  - boning
  - trimming
  - portioning
- preparation methods for different meat products:

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    - filling
    - flavouring
    - marinating
- equipment used to produce meat products:
    - knife care and maintenance
    - essential features and functions
    - safe operational practices
- storage of meat cuts and meat products:
    - correct environmental conditions to ensure food safety
    - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare portion-controlled meats, including:
	  • beef
	  • game
	  • lamb
	  • pork
	  • veal
	  • other contemporary meats
	• produce a range of meat products and smallgoods
	• produce cuts and products within commercial time constraints
	• demonstrate knowledge of meat classification systems
	• integrate knowledge of:
	  • quality indicators for meat and meat products
	  • preparation methods for different cuts and meat products
	  • features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing meat.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large

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and small equipment and workplace documentation defined in the Assessment Guidelines, including specialised equipment for portion-controlled meats; this can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers

- food preparation lists and standard recipes
- a variety of commercial ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing meat cuts
- evaluation shape and size of meat products prepared by the individual
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for meat, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC303 Produce meat dishes
- SITHCCC401 Produce specialised food items.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Meats to be prepared:

- includes traditional meats:
  - pork
  - beef
  - lamb
  - veal

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- game
- also includes a selection of contemporary meats, such as:
  - kangaroo
  - emu
  - crocodile
  - goat
  - buffalo.

Meat products may include:

- cured or smoked meats
- marinated meat cuts
- salami
- sausages
- shashlik.

Equipment may include:

- butcher's block
- cleavers
- equipment for pickling, smoking and sausage making
- knives
- meat mallet or hammer
- mesh or nylon cut-resistant gloves
- mincers
- packaging material
- pickling vats
- sausage casing machines
- saws
- scales in one gram denominations
- slicers
- smokers
- vacuum machine.

Meat preservation methods may include:

- curing
- drying
- freezing
- pickling
- salting
- smoking.

Unit Sector(s)

Hospitality

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Competency Field

Commercial Cookery and Catering

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SITXCOM101 Source and present information

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXADM002A Source and present information. Re-categorised to Communication and Teamwork.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

Application of the Unit

This unit applies to all industry sectors and to any individual who needs to use very basic research and presentation skills in the workplace. People working under supervision would undertake this role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source information.	1.1 Identify current information sources appropriate to the ***information to be sourced***. 1.2 Access ***information sources*** and review for relevance. 1.3 Obtain information within designated timelines.
2. Prepare and present information.	2.1 Review information and select content to suit the specific need. 2.2 Draft text if required, including appropriate information. 2.3 Express information clearly, concisely and accurately. 2.4 Present information according to organisational guidelines and in a format appropriate to the circumstances and audience. 2.5 Deliver information to appropriate person within designated timelines.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to present simple information clearly and logically
  - literacy skills to read and interpret information on familiar topics
- technology skills to use the Internet as a research tool.

Required knowledge

- types of information resources available and how to access them, including the Internet
- methods of presenting information in a logical sequence and at an appropriate depth
- alternative presentation formats for special needs groups.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • find and review current information on various topics related to particular information needs • present information in a logical, well organised and appropriate manner.
Context of and specific resources for assessment	Assessment must ensure use of: • current information and communications technology.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to source and present information. The following examples are appropriate for this unit: • use of case studies to research a work-related topic and deliver the information sourced in a brief presentation • evaluation of a simple report responding to a research request • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBCMM201A Communicate in the workplace • SITHIND201 Source and use information on the hospitality industry • SITTIND101 Source information on the tourism industry.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information to be sourced may relate to:	• availability of products or services • customer service research, e.g. feedback from customers about a particular product or service

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	• information from other departments in the organisation, e.g. about available products or services • product supplier information, e.g. for sourcing a new supplier or product • new workplace systems or equipment • product and service styles that would meet certain customer and market requirements.
Information sources may be electronic or print-based and may include:	• customer feedback • general and trade media • industry associations • industry marketing or research bodies • lectures and presentations • other colleagues and personnel • product suppliers • trade shows and exhibitions.

Unit Sector(s)

Cross-Sector

Competency Field

Communication and Teamwork

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SITXCOM201 Show social and cultural sensitivity

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXCOM002A Work in a socially diverse environment. Titled changed to better reflect the intent and content of the unit and for simplicity. Some Performance Criteria reordered for logical sequencing. Additional Performance Criteria and Required knowledge covering anti-discrimination. Equal employment opportunity deleted – not relevant to this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity and address cross-cultural misunderstandings.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

All personnel at all levels use this skill in the workplace during the course of their daily activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate with customers and colleagues from diverse backgrounds.	1.1 Value and respect customers and colleagues from different social and cultural groups and treat them with respect and sensitivity. 1.2 Consider ***social and cultural differences*** in all verbal and non verbal communication. 1.3 Respond to others in a non-discriminatory way. 1.4 Make ***attempts to overcome language barriers***. 1.5 Obtain ***assistance*** with communication.
2. Address cross cultural misunderstandings.	2.1 Identify issues that may cause conflict or misunderstanding in the workplace. 2.2 Address difficulties and seek assistance from others. 2.3 Consider social and cultural differences when difficulties or misunderstandings occur. 2.4 Make efforts to resolve misunderstandings, taking account of social and cultural considerations. 2.5 Refer problems and unresolved issues to the appropriate supervisor or manager for follow-up.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - respond to colleagues and customers with diverse social, cultural and language characteristics
  - discuss cross-cultural difficulties with others
- literacy skills to read and interpret workplace anti-discrimination policies and plain

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English documents produced by government information agencies
- problem-solving skills to identify and resolve issues that may cause conflict or misunderstandings in the workplace
- teamwork skills to discuss cross-cultural misunderstandings and difficulties with supervisors, managers and other team members.

Required knowledge

- key principles of fairness and equity
- general characteristics of the main social and cultural groups in Australian society, including Indigenous people, and the key aspects of their cultural and religious protocols
- general characteristics of the main inbound tourist markets and the key aspects of their cultural and religious protocols
- different types of disability and implications for the workplace
- anti-discrimination policies for the industry and the specific organisation
- basic aspects of state, territory and commonwealth laws covering anti-discrimination, including requirements to:
  - treat customers and colleagues fairly and equitably
  - not discriminate, show partiality or grant any special favours on the basis of social and cultural attributes
  - not threaten, humiliate or intimidate people because of their social or cultural attributes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • communicate with colleagues and customers from diverse range of social and cultural groups with respect and sensitivity • integrate knowledge of different cultures and cultural characteristics when communicating with colleagues and customers.

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Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or events industry business activity where communication with socially diverse customers and colleagues takes place
- current workplace anti-discrimination policies
- plain English documents issued by government regulators that provide information on anti-discrimination laws
- others with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual interacting with colleagues and customers from diverse social and cultural backgrounds
- exercises and activities to assess the individual's ability to recognise the general characteristics of diverse colleagues and customers
- use of problem-solving exercises so the individual can suggest ways of resolving difficulties or misunderstandings
- written or oral questioning to assess knowledge of anti-discrimination laws and workplace policies
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS201 Provide porter services
- SITHACS303 Provide accommodation reception services
- SITXCCS101 Provide information and assistance
- SITXCCS201 Provide visitor information
- SITXCCS202 Interact with customers
- SITXCCS301 Provide lost and found services
- SITXCCS302 Provide club reception services
- SITXCCS303 Provide service to customers
- SITXLAN21__ Conduct basic workplace oral communication in a language other than English.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Social and cultural differences may relate to:

- age
- colour
- criminal conviction
- customs, beliefs and values
- English language ability
- family and social obligations and status
- family structure
- forms of address
- gender
- industrial activity or inactivity
- language spoken
- levels of formality or informality
- marital status
- national origin
- observance of special religious, feasts or other celebratory days
- personal grooming, including dress and hygiene habits
- physical features
- physical or mental disability or impairment
- physical or mental illness
- political belief or activity
- race
- religious belief or activity
- sexual preference
- status as a parent or carer
- varied cultural interpretation of non-verbal behaviour
- work ethics.

Attempts to overcome language barriers may involve:

- communicating through the use of:
  - gestures
  - signs
  - sign language
  - simple words in English or the other person's language

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	• giving simple directions • giving simple instructions.
Assistance may be obtained from:	• colleagues • government agencies • diplomatic services • disability advocacy groups • educational institutions • interpreter services • local cultural organisations • reference books.

Unit Sector(s)

Cross-Sector

Competency Field

Communication and Teamwork

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SITXCOM202 Provide a briefing or scripted commentary

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTVAF002A Provide a briefing or scripted commentary. Unit re-categorised to Communication and Teamwork competency field to better reflect the content of the unit. Added sustainability.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver information to a group using basic group communication and presentation techniques. Often the information would have been prepared or scripted by others.

Application of the Unit

This unit applies to individuals in all industry sectors who present information or commentary to a group of people, but who do not require the complete suite of presentation, commentary or public speaking skills. This could include those working in museums, attractions, on aircraft and in any business or community situation where oral communication to a group is required. They could be working under supervision or with guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Present information to group.	1.1 Welcome participants to ***briefing***, ***information session or tour*** according to organisational procedures. 1.2 Provide participants with information based on scripts and other briefing information. 1.3 Outline ***environmental*** and ***health and safety requirements***. 1.4 Prepare participants for potential ***changes to the environment***. 1.5 Answer questions in a courteous and friendly manner.
2. Enhance presentation of information.	2.1 Use communication and presentation techniques to enhance participant experience and make adjustments as needed. 2.2 Show cultural and social sensitivity during the presentation. 2.3 Use technical ***presentation resources*** as required.
3. Liaise with others.	3.1 Maintain communication with team members and operators to ensure safe and efficient operations. 3.2 Give correct and accurate signals where appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - present cohesive and audible group presentations
  - interact positively with participants and other team members
- literacy skills to read and interpret information scripts or other briefing information
- numeracy skills to address safety considerations, such as not exceeding numbers in a given location
- problem-solving skills to identify and respond to the need for adjustments to presentation.

Required knowledge

- group presentation techniques, including:
  - voice projection

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  - body language
  - tonal variety
- how to tailor language to meet different group needs
- sustainability considerations relevant to the presentation and venue, including those related to:
  - conservation of resources
  - cultural protocols
  - handling of waste
  - minimising negative impact
- health and safety requirements for specific events and locations
- emergency procedures for specific events and locations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • communicate information clearly in a group situation • use group presentation techniques to enhance briefing or commentary on multiple occasions and for different groups • demonstrate knowledge of health, safety and emergency procedures relevant to the venue or site.
Context of and specific resources for assessment	Assessment must ensure use of: • an environment where a presentation would take place, e.g. visitor site or attraction • equipment that supports the briefing or scripted commentary • a group of people to whom the presentation is delivered.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual providing a briefing or scripted commentary • written or oral questioning to assess knowledge of work health and safety issues and requirements

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTVAF301 Operate a ride location.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Briefing**, **information session or tour may be:

- crowd information session
- demonstration
- entertainment session
- ride
- safety briefing
- site familiarisation
- tour safety briefing.

Environmental requirements may relate to:

- conservation of resources
- cultural protocols
- handling of waste
- noise and other disturbance issues
- potential physical impacts on the environment.

Health and safety requirements may relate to:

- areas that are off-limits
- dress restrictions
- emergency procedures
- guidance on using equipment
- restrictions on talking or making noise in an area.

Changes to the environment may relate to:

- change in temperature, e.g. climate controlled facility
- possible safety restrictions, e.g. if group is entering a high risk area
- special effects on a tour
- warning about extraneous noise or other unusual activity.

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Presentation resources may include:

- actors presenting a scripted show
- digital presentations
- loud speaker
- microphone
- monitors.

Unit Sector(s)

Cross-Sector

Competency Field

Communication and Teamwork

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SITXCOM301 Address protocol requirements

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXCOM006A Address protocol requirements. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and access information on protocol requirements to fulfil any sales or operational need. It requires the ability to identify appropriate information sources, access and interpret specific details of protocol requirements and to coordinate the use of protocol.

Application of the Unit

This unit applies to many tourism, travel, hospitality and event sectors and is particularly relevant to events, function coordination, tour operations and tour guiding.

Protocol affects a broad range of business and government activity and the breadth and depth of protocol knowledge required will vary. This unit is not about having an in-depth knowledge of protocol requirements but focuses on the ability to collect and interpret protocol information.

This unit applies to a range of people working independently or with limited guidance including tour and event coordinators, and managers; tour guides and front of house or duty managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source information on appropriate protocol.	1.1 Assess the need for protocol to be followed for the ***particular situation***. 1.2 Identify relevant ***sources of protocol information***. 1.3 Liaise with customers to determine appropriate protocol. 1.4 Interpret relevant protocol information to inform work practice.
2. Coordinate the use of protocol.	2.1 Identify ***specific work activities*** that require appropriate use of protocol. 2.2 Provide protocol briefings to staff and suppliers. 2.3 Coordinate the use of correct protocol for the delivery of ***products and services***.
3. Update knowledge of protocol.	3.1 Identify and use ***opportunities to update protocol knowledge***. 3.2 Share updated knowledge with customers and colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with customers, clients, their agents and personal assistants to ascertain protocol
  - address dignitaries and officials using appropriate language
- learning skills to continually seek information to enhance knowledge of protocol
- literacy skills to:
  - read and interpret unfamiliar and complex protocol information
  - research and analyse information on protocol
  - write correspondence to dignitaries and officials, invitations and team briefing papers

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- self-management skills to take responsibility for meeting protocol requirements
- teamwork skills to share protocol information with team members to ensure protocol is followed.

Required knowledge

- main types of civic functions held in Australia
- importance and role of protocol in different business situations
- key sources of information on protocol for:
  - Australian honours system, including order of precedence, ranks and forms of address, and wearing of honours and medals
  - involvement of Indigenous Australians and other cultural groups in business activities
  - correct use of national and state symbols, including flags, anthems and military salutes
  - forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication
- protocols for different situations, including:
  - invitations to VIPs
  - arrival procedures, including for heads of state or government officials
  - introduction protocols and order of speakers
  - order of precedence for official guests
  - seating arrangements
  - dress styles.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source accurate information on multiple and diverse protocol requirements • use protocol for diverse oral and written purposes • integrate knowledge of protocol when organising business activities.
Context of and specific resources for assessment	Assessment must ensure use of: • current protocol information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

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appropriate for this unit:

- direct observation, using roles plays, of the individual addressing and introducing dignitaries and officials
- activities to assess the individual's ability to:
  - source information on protocol
  - coordinate the use of correct protocol for the delivery of products and services
- evaluation of documents prepared by the individual which include use of protocol:
  - briefing papers
  - correspondence to dignitaries and officials
  - invitations
  - marketing materials
  - running sheets
- written or oral questioning to assess knowledge of key sources of information on protocol and protocols for different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE401 Coordinate and operate tours
- SITTTSL201 Operate an online information system
- SITXEVT401 Plan in-house events or functions
- SITXMPR401 Coordinate production of brochures and marketing materials.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Particular situation may involve:

- event organisation, including:
  - citizenship ceremonies
  - civic receptions
  - formal parades

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	• freedom of city ceremonies • national day receptions • private functions • general business administration • issuing marketing materials reflecting correct titles of dignitaries • meeting the requirements of dignitaries and officials • meeting the requirements of entertainers and masters of ceremony.
Sources of protocol information may include:	• Aboriginal Land Councils • Australia Day Councils • customers, clients, their agents and personal assistants • federal, state or territory, and local government protocol departments • Internet • libraries • Office of the United Nations.

Specific work activities may involve:	• addressing and introducing dignitaries and officials
	• correspondence to dignitaries and officials
	• issuing invitations
	• liaison with dignitaries and officials
	• preparing:
	  • briefing papers
	  • marketing materials
	  • running sheets
	• providing various services during the conduct of an event, including on-site management and service of food and beverage.

Products and services may include:	• accommodation • events • functions • meetings • tours.
Opportunities to update protocol knowledge may include:	• informal networking with colleagues • Internet research • reading relevant journals.

Unit Sector(s)

Cross-Sector

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Competency Field

Communication and Teamwork

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SITXCOM401 Manage conflict

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXCOM003A Deal with conflict situations. Title changed to better reflect the complexity of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. It does not cover formal negotiation, counselling or mediation.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

The unit applies mainly to senior operational personnel, supervisors and managers who operate with some level of independence and use discretion and judgement to resolve conflicts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify conflict situations.	1.1 Identify potential for ***conflict*** and take swift and tactful action to prevent escalation. 1.2 Identify ***situations*** where personal safety of ***customers or colleagues*** may be threatened and organise appropriate assistance. 1.3 Identify and use ***resources*** to assist in managing conflict.
2. Resolve conflict.	2.1 Take responsibility for finding a solution to conflict. 2.2 Establish and agree on the nature and details of conflict with all parties and assess impact. 2.3 Deal with conflict sensitively, courteously and discreetly. 2.4 Minimise impact on other colleagues and customers. 2.5 Use effective ***conflict resolution techniques*** and ***communication skills*** to manage the conflict and develop solutions. 2.6 Encourage all points of view, acknowledge them and treat them with respect. 2.7 Identify and evaluate the impact of conflict on business reputation and legal liability. 2.8 Evaluate options to resolve the dispute taking into account any organisational ***policies and constraints***. 2.9 Implement the best solution and complete required documentation.
3. Evaluate conflicts and resolutions.	3.1 Communicate with the parties involved to seek and provide feedback on conflict and its resolution. 3.2 Evaluate and reflect on the situation and effectiveness of the solution. 3.3 Determine possible ***causes of workplace conflict*** and provide input for workplace enhancement and improvements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to deal with conflict sensitively, courteously and discreetly through use of conflict resolution techniques
- critical thinking skills to analyse and decide on the best resolution for conflict
- initiative and enterprise skills to consider and suggest changes to workplace practices to avoid future conflict
- literacy skills to:
  - research sources of internal and external assistance to resolve the conflict
  - write reports, including comprehensive details of the conflict, the parties involved, discussions with all parties and the resolution
- problem-solving skills to identify and resolve conflicts and minimise impact on other colleagues and customers
- self-management skills to take responsibility for conflict outcomes
- teamwork skills to discuss and resolve conflicts between team members.

Required knowledge

- types of conflict in the tourism, travel, hospitality and event industries, typical causes and resolutions
- conflict theory, including signs, stages, levels, factors involved and results
- conflict resolution and communication techniques, including:
  - assertiveness
  - active listening
  - non-verbal communication
  - language style
  - negotiation
  - use of appropriate communication
- organisational policies and procedures for complaint, conflict and dispute resolution.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to: • resolve different workplace conflicts using a range of

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demonstrate competency in this unit	conflict resolution and communication techniques • demonstrate knowledge of commonly occurring conflict situations in the workplace and the stages of conflict.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry environment where conflicts occur • current commercial policies and procedures for complaint, conflict and dispute resolution • others with whom the individual can interact to resolve conflicts.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation, using role plays, of the individual resolving conflicts using a range of communication techniques
	• use of simulated activities to assess participation in conflicts involving:
	  • customers refusing to leave or be pacified
	  • drug or alcohol-affected persons
	  • people who appear to be violent or are threatening
	• use of problem-solving activities so the individual can analyse and find solutions for various conflicts arising in the workplace
	• written or oral questioning to assess knowledge of:
	  • types of conflict
	  • conflict theory
	  • conflict resolution and communication techniques
	  • content of policy and procedures for refunds or exchange
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBDIV501A Manage diversity in the workplace • SITHACS201 Provide porter services • SITHACS303 Provide accommodation reception services

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- SITTGDE303 Lead tour groups
- SITTGDE401 Coordinate and operate tours
- SITXCCS302 Provide club reception services
- SITXCCS303 Provide service to customers
- SITXCCS401 Enhance the customer service experience
- SITXHRM503 Monitor staff performance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Conflict may relate to:

- customers whose special needs or expectations have not been met
- delays or poor timing of product or service supply
- difficult or complex customer complaints
- difficult or demanding customers
- disputes or arguments among work colleagues
- drug or alcohol-affected persons
- ejection from premises
- escalated customer or staff complaints leading to disputes
- human resource issues:
  - counselling
  - incorrect pay
  - job duties
  - lack of competence
  - worker mistakes
  - rosters
  - dismissals
- misunderstandings or communication barriers
- problems or faults with a service or product
- refused entry.

Situations may involve:

- customers refusing to leave or be pacified
- drug or alcohol-affected persons
- people who appear to be violent or are threatening
- people involved in physical violence
- people with guns or arms

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	• situations where someone has been or may be hurt.
Customers or colleagues may include:	• internal or external customers • those from a range of social and cultural backgrounds • outside contractors • suppliers • workmates.
Resources may include:	• counsellors • internal security staff • mediators • other staff members • police • senior staff.
Conflict resolution techniques may include:	• negotiation • use of appropriate communication skills.
Communication skills may include:	• ability to speak clearly, be understood and use appropriate language, style and tone • active listening • asking questions to gain information, clarify ambiguities and adequately understand requirements • assertiveness • empathising with the person's situation while upholding organisational policy • non-verbal communication and recognition of non-verbal signs • questioning techniques, such as asking the right question to elicit the other parties' needs • rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood • those appropriate to different social and cultural groups.
Policies and constraints may include:	• complaints • customer service • disputes • exchanges • refunds • staff grievance • costs and budgets • lack of availability of replacement products or services • organisational policy on refunds or exchange.
Causes of workplace conflict may include:	• changes to practices and procedures • complaints • cultural misunderstanding

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- lack of empathy
- lack of information
- poor communication
- rostering issues
- workplace systems.

Unit Sector(s)

Cross-Sector

Competency Field

Communication and Teamwork

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SITXGLC501 Research and comply with regulatory requirements

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
2.0	Editorial corrections.
1.0	E Replaces and is equivalent to SITXGLC001A Develop and update legal knowledge required for business compliance. Title changed to better reflect the intent and content of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to comply with laws and licensing requirements for specific business operations. It requires the ability to access and interpret regulatory information, determine scope of compliance, develop, implement and continuously review and update policies and practices for business compliance.

Application of the Unit

This unit applies to regulatory requirements for day-to-day business operations in the tourism, travel, hospitality and event industries and to special requirements for one-off events.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and regulatory compliance decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research information required for legal compliance.	1.1 Identify ***sources of information*** for compliance with ***laws and licensing*** for business operations. 1.2 Evaluate areas of business operation and determine scope of compliance requirements. 1.3 Access regulatory information relevant to specific ***business operation***. 1.4 Identify risks, penalties and consequences of non compliance. 1.5 Assess and act on need for ***specialist legal advice***.
2. Develop and communicate policies and procedures for legal compliance.	2.1 Develop and clearly articulate ***regulatory policies and procedures*** in a format readily accessible to all workers. 2.2 Nominate the roles and responsibilities of personnel for regulatory compliance within policies and procedures. 2.3 Distribute policies, procedures and legal information to personnel at appropriate times. 2.4 Organise ***information updates*** for personnel and ensure knowledge of roles and responsibilities for legal compliance.
3. Ensure compliance with legal requirements.	3.1 Communicate with regulatory authorities when planning business operations and submit required documentation. 3.2 Maintain business and occupational licences and check contractor compliance to avoid risk to business. 3.3 Continuously evaluate business operations for non-compliance and implement modifications.
4. Maintain personal and organisational knowledge of regulatory	4.1 Identify and use a range of ***opportunities*** to maintain knowledge of current regulatory requirements. 4.2 Use organisational communication methods to share updated

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requirements.	regulatory knowledge.
	4.3 Continuously review and distribute plans, policies and procedures for compliance with current laws and licensing requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with regulatory authorities to determine the scope of compliance requirements
  - provide clear and accurate information to personnel about roles and responsibilities in regulatory compliance
- critical thinking skills to evaluate areas of business operation and determine scope of compliance
- learning skills to proactively maintain current knowledge of regulatory requirements
- literacy skills to:
  - read and interpret unfamiliar and complex materials describing regulatory requirements
  - research regulatory requirements specifically applicable to the business operation
  - write comprehensive yet easily accessible regulatory policies and procedures; complete complex documentation required by regulatory authorities
- planning and organising skills to research, establish and regularly monitor all components of a business compliance system
- problem-solving skills to evaluate business operations for non-compliance and implement changes to practices
- self-management skills to take responsibility for regulatory compliance
- teamwork skills to share updated regulatory knowledge with personnel.

Required knowledge

- legal responsibilities and liabilities of managers and directors in varying business structures
- sources of information and advice on regulatory compliance including:
  - local, state, territory or commonwealth government departments or regulatory agencies
  - industry associations
  - plain English documentation that explains the operational requirements of legislation
- functions and general operating procedures of regulatory authorities of particular relevance to the tourism, hospitality and events industries
- methods of receiving updated information on laws and licensing requirements
- use of policies and procedures in managing regulatory compliance

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- a range of formats for and inclusions of policies and procedures
- objectives and primary components of a broad range of local, state, territory and commonwealth government laws to which all types of businesses must comply including those that cover:
  - anti-discrimination especially provisions for Equal Employment Opportunity (EEO) and harassment
  - Australian Consumer Law (ACL) especially provisions for refunds, exchanges and cancellations, terms and conditions of quotations and consumer contracts
  - contracts
  - employer superannuation contributions
  - environmental protection especially provisions for environmental hazard identification, use of minimal impact practices and reporting of incidents
  - Fair Work Act 2009 especially provisions for National Employment Standards (NES)
  - local community protection especially provisions for land management and access and protecting the lifestyle of neighbouring residents
  - taxation
  - workplace relations
  - public liability and duty of care
  - work health and safety
  - Workers Compensation especially provisions for injury reporting and occupational rehabilitation
- objectives and primary components of laws, codes, standards and licensing requirements that impact on specific operators within the tourism, hospitality and event industries; chosen to be applicable to the individual's context these could include:
  - Criminal Code Act 1995 - child sex offences outside Australia
  - European Economic Directive of Foreign Travel
  - food safety
  - Food Standards Australia New Zealand Act 1991
  - liquor licensing, especially as it relates to the responsible service of alcohol
  - Queensland Tourism Services Act (2003)
  - Residential Tenancy Act
  - responsible conduct of gaming
  - travel agents licensing
- for each relevant law, code, standard and licensing requirement, the depth of knowledge must cover any:
  - key practices that are prohibited by the law
  - auditing and inspection regimes
  - main consequences of non-compliance
  - need to apply for and maintain business or occupational licensing and associated mandatory training and certification requirements
  - requirements for record keeping and acceptable record keeping mechanisms

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- statutory reporting requirements for businesses
- key business insurances required including public liability and workers compensation
- adherence to mandatory codes of conduct enshrined in legislation
- requirements to develop and implement plans, policies, codes of conduct or incorporate certain business practices
- rights and responsibilities of employees and employers
- other specific action that must be taken for legal compliance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- access and interpret regulatory information and determine the scope of compliance for specific business operations
- develop a diverse range of policies and procedures for legal compliance
- integrate, into compliance planning activities, knowledge of:
  - sources of detailed information and advice on regulatory compliance
  - objectives and primary components of a broad range of local, state, territory and commonwealth government laws relevant to specific tourism, hospitality or event business operations
  - use of policies and procedures in managing regulatory compliance.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation for which a tailored set of regulatory requirements can be researched and compliance management implemented
- computers, software programs, printers and communication technology used to administer regulatory requirements
- current legislation
- current plain English regulatory documents distributed

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by government regulators
- codes of practice and standards issued by regulatory authorities
- regulatory information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures used to manage regulatory issues.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a portfolio, prepared by the individual, on managing regulatory compliance for a specific business operation including:
  - notes and reports on regulatory information sourced
  - written report evaluating the scope of compliance requirements
  - list of policies and procedures required to manage regulatory compliance
  - sample policies and procedures
  - documents completed for submission to regulatory authorities
  - briefings and internal memos provided to personnel on current compliance requirements
- use of case studies so the individual can suggest appropriate scope of regulatory compliance requirements for different business operations
- written or oral questioning to assess knowledge of:
  - sources of information on regulatory compliance
  - objectives and primary components of laws relevant to specific tourism, hospitality or events business operations
  - use of policies and procedures in managing regulatory compliance
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBMGT617A Develop and implement a business plan
- BSBPMG501A Manage projects
- BSBRSK501A Manage risk

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- BSBWRT401A Write complex documents.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- computer data, including the Internet
- discussions with experienced industry personnel
- industry:
  - accreditation operators
  - associations and organisations
  - developers of codes of conduct or ethics
  - journals
  - seminars
- lawyers
- networking with:
  - colleagues
  - suppliers
- plain English documents, issued by government regulators, that describe laws relevant to business operations
- libraries
- media
- personal observations and experience
- reference books
- local, state, territory or commonwealth government departments or regulatory agencies
- training courses
- unions.

Laws and licensing may involve:

- anti-discrimination
- Criminal Code Act 1995 - child sex offences outside Australia
- consumer protection
- contracts
- EEO
- environmental protection
- Fair Work Act 2009
- financial operations

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- food safety
- land management
- local community protection
- liquor
- mandatory codes of conduct, enshrined in legislation
- NES
- occupational licences and certification for:
  - food handlers and food safety supervisors
  - operators of table games (dealers) within licensed casinos
  - tour guides operating in certain destinations
- public liability and duty of care
- Queensland Tourism Services Act (2003)
- responsible service of alcohol
- responsible conduct of gaming
- taxation
- travel agents licensing
- work health and safety
- Workers Compensation
- workplace relations.

Business operation may be for:

- day-to-day business operations in:
  - events
  - hospitality
  - tourism
  - travel
- one off:
  - event
  - tour
  - contract
- series of:
  - events
  - tours
  - contracts.

Specialist legal advice may involve:

- compliance consultants
- industry associations
- lawyers
- local, state, territory or commonwealth government departments or regulatory agencies.

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Regulatory policies and procedures may include:

- accident and incident reporting
- counselling and discipline
- customer service
- cancellations, refunds and exchanges
- EEO
- food handling and hygiene
- harassment
- local community protection
- minimal impact practices to reduce negative environmental impacts of water, energy and site use
- responsible service of alcohol
- responsible conduct of gaming
- transport, handling and storage of food
- waste management
- work health and safety:
  - consultation
  - emergency evacuation
  - hazard identification and risk assessment
  - occupational rehabilitation.

Information updates may involve:

- briefings prior to:
  - commencement of service period
  - delivery of tours
  - operation of event or function
- internal memos
- staff handbooks
- staff meetings
- training sessions.

Opportunities may include:

- discussions with experienced industry personnel
- networking with:
  - colleagues
  - suppliers
- participating in:
  - industry accreditation schemes
  - industry seminars
  - membership of professional industry associations
  - training courses
- subscribing to regulatory newsletters.

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Unit Sector(s)

Cross-Sector

Competency Field

Governance and Legal Compliance

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SITXICT401 Build and launch a small business website

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXICT001A Build and launch a website for a small business. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the website structure and undertaking actual construction of the site. It requires technical skills and knowledge typically needed by a business that elects to develop its own site rather than access the services of IT professionals.

Application of the Unit

This unit applies to all industry sectors, and is particularly relevant to small businesses that develop their own websites. People undertaking this role work independently or with limited guidance. Depending on the business context, this could include owner-operators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan website structure.	1.1 Develop website style and structure to suit business purpose and intended target audience. 1.2 Identify and include appropriate ***features and capabilities*** in website structure. 1.3 Determine layout and navigation requirements for appearance, readability, links and ***ease of operation***. 1.4 Ensure maximum site accessibility. 1.5 Clearly document structure to facilitate efficient development. 1.6 Develop and integrate appropriate interactive forms into website structure to capture customer data. 1.7 Select ***authoring tools and software*** based on website requirements. 1.8 Identify and integrate website ***security requirements***.
2. Develop website content.	2.1 Select and use business information to create website content. 2.2 Define information for inclusion in interactive forms based on purpose of the form. 2.3 Adapt information for inclusion to ensure site is clear, scannable and readable. 2.4 Use language, style and tone suited to business image and intended target audience. 2.5 Integrate ***content features*** according to website structure. 2.6 Check content for accuracy, currency and relevance.
3. Create website pages.	3.1 Create plan for website pages and active links to meet layout and navigation requirements. 3.2 Select page titles and key words that reflect business purpose and website content, and to assist access via search engines. 3.3 Improve ***page presentation*** by adding ***features***. 3.4 Develop ***linked web pages*** according to website plan, ensuring links are clearly named and unambiguous. 3.5 Use appropriate techniques to create interactive forms. 3.6 Create pages consistent with site design specifications.
4. Select and use a web hosting	4.1 Identify sources of information on web hosting options. 4.2 Evaluate and select web hosting services according to business

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service.	and technical requirements. 4.3 Upload files to selected web hosting service according to technical requirements and business agreements.
5. Test and critically evaluate website.	5.1 Test website functions, processes and navigation to confirm operational status, appearance, accuracy and ease of operation. 5.2 Evaluate effectiveness of interactive forms to ensure that required sales data is collected for business. 5.3 Evaluate website according to business website strategy to ensure it projects a business image suited to the e business model. 5.4 Identify problems, develop a range of strategies to solve them and select appropriate and sustainable solutions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate potentially complex business and technical information
- literacy skills to:
  - read and interpret a wide range of sometime complex information on unfamiliar topics
  - develop written and visual website content
- numeracy skills to work with numerical features of authoring tools
- planning and organising skills to coordinate multiple elements involved in developing a business website
- problem-solving skills to identify and respond to technical website challenges at a non-specialist level
- technology skills to use the features of commercially available authoring tools.

Required knowledge

- current e-business environment for a particular business context
- different services and operation systems used by Internet service providers
- general principles of website architecture and design
- role of a website in the marketing mix and ways in which the marketing effectiveness of a website can be enhanced
- key features of a marketing-oriented website
- features of browsers, search engines and web crawlers, including how these impact on website design, decisions and meta-tags
- relationships between content and site design
- techniques for using colour and enhancing text within a website
- techniques for manipulation of digital images and graphics, including insertion into a website

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- functions and features of micro-content elements, such as headings, highlighted words and hyperlink text
- underlying impact of Hypertext Markup Language (HTML) and cascading style sheets on site design
- features and uses of frames, forms and tables within a website
- privacy issues, codes of practice and legislative requirements in relation to website development, including:
  - Organisation for Economic Cooperation and Development (OECD) Guidelines for Consumer Protection in the Context of Electronic Commerce
  - World Wide Web Consortium (W3C) guidelines
  - copyright laws
  - defamation laws
  - privacy legislation and confidentiality requirements
  - intellectual property considerations
  - legal and regulatory policies affecting e-business.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • build a website to meet a business need through the integration and application of appropriate business and technical skills • demonstrate knowledge of the key features and functions to be incorporated into a business website.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated operation, product or service for which the individual can build and launch a website • current information and communications technology, including software and authoring tools.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to build and launch a website. The following examples are appropriate for this unit: • evaluation of a website developed by the individual through testing of the site against key criteria

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- oral or written questioning to assess knowledge of functions, features, security requirements, Internet service provider (ISP) services and website design requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBEBUS507A Manage the business aspects of a website
- BSBEBUS604A Develop a business website strategy.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Website ***features and capabilities*** may involve:

- active links
- authentication facility or link
- colour, sound, video, images and graphics
- customer service requirements
- cut down versions of web pages in Wireless Markup Language (WML) for access by Wireless Application Protocol (WAP) telephones
- downloadable files
- electronic payment facilities
- facility of user feedback on content and operation of website
- legal requirements
- marketing features
- navigation buttons
- privacy and confidentiality requirements
- search facility
- security requirements
- shopping cart facilities
- text and tags in HTML

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	• thumbnails.
Ease of operation may include:	• navigation • download time • time to download files.
Authoring tools and software may include a wide range of text editors and commercial applications, such as:	• Adobe Photoshop • Dreamweaver • FrontPage • Notepad • WordPad.
Security requirements may include:	• limited downloading of images or image encoding • limited viewing of rates • password protection • payment mechanisms.
Content features may include:	• business history and profile • catalogues and brochures • client testimonials • Frequently Asked Questions (FAQs) • products and services • published materials • staff profiles • thumbnails.
Page presentation may include:	• animated sequences • bulleted or numbered lists • colour • downloadable files • fonts and font sizes • images, e.g. photographs and graphics • interactive forms for bookings or enquiries • movie sequence • plug ins • sound • tables.
Features to enhance web pages may include use of:	• colour • frames • graphics • photographic images • text enhancement.
Linked web pages may include:	• fully qualified Uniform Resource Locator (URL) link to a page on another website • relative links, between a page and the home

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page.

Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

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SITXCRI401 Respond to a customer in crisis

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on a customer and to respond with assistance and support. It requires the ability to identify and interpret information relevant to the crisis, provide customer crisis care and organise operational services to assist the customer in crisis.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors. It has particular application to accommodation providers, tour operators, retail travel agencies and inbound tour operators.

The crisis would be significant and could involve the death, injury, illness or psychological trauma of a customer. It does not cover more operational circumstances, such as the loss of travel documents, passports and money.

This unit applies to people who operate independently or with limited guidance from others. This includes senior tour coordinators, senior retail travel consultants, hotel duty managers, guides, and tour managers who are able to use significant discretion and judgement to respond to customer crises.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and acknowledge the crisis.	1.1 Ascertain the scope and severity of the ***customer*** crisis. 1.2 Consider impacts on customer ability to continue in service participation. 1.3 Consider the impacts on other customers. 1.4 Access and interpret ***information*** relevant to the crisis. 1.5 Acknowledge the incident as a ***customer crisis*** and communicate details to ***key people***.
2. Provide customer crisis care.	2.1 Identify symptoms of customer ***trauma***. 2.2 Monitor and assess the severity of customer trauma. 2.3 Provide sympathetic and sensitive support and ***reassurance*** to the customer. 2.4 Avoid ***pitfalls in crisis care*** when communicating with customers. 2.5 Provide ***recommendations*** to the customer.
3. Organise services to assist the customer.	3.1 Develop an action plan to manage the crisis. 3.2 Promptly identify and access sources of assistance. 3.3 ***Assist*** the customer to access ***service providers***. 3.4 Minimise disruption to other customers and maintain their services. 3.5 Organise ***operational services*** to assist the customer in crisis. 3.6 Involve key people in the management of the customer crisis and integrate their perspective. 3.7 Provide explicit details of progress with and final confirmations of operational services to the customer and key people.
4. Evaluate and debrief customer crisis management.	4.1 Evaluate the crisis management process to determine the effectiveness of the response. 4.2 Debrief and complete all reports. 4.3 Provide recommendations for improvements to future crisis

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management practices.

4.4 Seek assistance to cope with any personal trauma experienced.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss details of a customer crisis with key internal and external people
  - provide sympathetic and sensitive support to the customer
- critical thinking skills to evaluate the severity of crisis impacts on the customer
- literacy skills to:
  - read and interpret reports on the customer crisis and customer forward service arrangements
  - research sources of assistance for the customer
  - write succinct action plans and accurate and complex crisis management reports
- numeracy skills to calculate immediate costs of service provision to the customer
- planning and organising skills to organise operational services to assist the customer while minimising disruption to other customers
- problem-solving skills to identify, acknowledge and immediately respond to customer crises
- self-management skills to take responsibility for managing a customer in crisis
- teamwork skills to involve key staff members in the management of a customer crisis.

Required knowledge

- key symptoms of trauma
- sources of medical and counselling assistance
- communication techniques for supporting and reassuring customers
- pitfalls in crisis care communications
- operational services used to manage customer service and repatriation arrangements
- role of key external people and organisations in managing a customer crisis
- a range of formats for and inclusions of incident reports
- for the specific organisation:
  - the roles and responsibilities of key staff members
  - procedures for reporting and managing customer incidents.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify the ramifications of a customer crisis, respond with customer crisis care and organise operational services to assist the customer • integrate knowledge of the key symptoms of trauma and communication techniques for supporting and reassuring customers.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry customer service environment where a customer is in crisis • customer service arrangements or itineraries • customer crisis information • current industry procedures for reporting and managing customer incidents • customers with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• evaluation of a portfolio, prepared by the individual, incorporating documents used for the management of a customer crisis:
	  • summary of customer crisis information
	  • an action plan to manage the crisis
	  • notes on the organisation of operational services to assist the customer in crisis
	  • reports produced post crisis
	• direct observation, using role plays, of the individual supporting and reassuring customers
	• use of case studies and problem-solving exercises so the individual can identify and evaluate the impacts of different types of customer crises and provide responses
	• written and oral questioning to assess knowledge of:
	  • the key symptoms of trauma
	  • communication techniques for supporting and

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reassuring customers
    - role of key external people and organisations in managing a customer crisis
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITTGDE401 Coordinate and operate tours
- SITTGDE402 Manage extended touring programs
- SITTTOP403 Operate tours in a remote area
- SITTTSL306 Book supplier services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer may include:

- the affected customer
- their friends and family
- travelling companions.

Information relevant to the crisis may be sourced from:

- discussions with:
    - customer
    - their friends and family
    - travelling companions
- medical reports
- emergency services reports
- police reports
- staff, contractor, supplier reports on:
    - accident
    - assault
    - death
    - injury or illness
    - mugging.

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Customer crisis may include:

- accident, e.g. involvement of a vehicle
- assault, e.g. sexual assault
- death
- family crisis and need for repatriation
- major injury or illness
- mugging
- any incident resulting in psychological trauma
- suicide
- witnessing a serious incident.

Key people may include:

- colleagues, including:
  - managers
  - operational staff
  - peers
  - supervisors
- family members
- personnel within the controlling office:
  - event management organisation
  - inbound tour operator
  - outbound tour wholesaler
  - professional conference organiser
  - retail travel agency
  - tour operator
- personnel from suppliers on an extended tour
- travel insurance provider personnel
- travelling companions.

Trauma may involve:

- behavioural disturbance:
  - avoidance of thoughts, feelings or conversations associated with the trauma
  - detachment from others
  - efforts to avoid activities, places or people that arouse recollections of the event
  - exaggerated startle response
  - increased smoking or alcohol consumption
  - irritability or outbursts of anger
  - markedly diminished interest or participation in significant tourism activities
  - response to cues that symbolise or resemble the event
- cognitive ability:
  - difficulty in concentrating
  - inability to recall important aspects of the event

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- inability to make a decision
- difficulty in falling or staying asleep
- distressing recollections of the event
- emotional disturbance:
  - anxiety and nervousness
  - fear
  - grief
  - guilt
  - helplessness
  - resentment
- poor interpersonal reactions
- physical disability
- recurrent distressing dreams.

Reassurance may relate to advice about:

- availability of assistance, advice and support
- confidentiality of customer information
- customer taking the lead to seek assistance, advice and support.

Pitfalls in crisis care may include:

- making jokes
- making promises that cannot be kept
- treating the event flippantly
- trying to motivate or force customer participation in touring activities
- use of negative or unhelpful statements.

Recommendations may include:

- advising the customer to:
  - cancel the remainder of their touring arrangements and return home
  - contact their travel insurance provider
  - rebook a replacement holiday
  - report incidents to the police
  - seek medical assistance
  - seek professional counselling.

To ***assist*** the customer may involve:

- accompanying customers to service providers
- making appointments with service providers
- making contact with and seeking options and recommendations from the:
  - customer's retail travel agency
  - local tour or ground operator
  - organisation's controlling office
  - travel insurance provider
- providing customers with phone numbers of crisis counselling services

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	• providing explicit directions and instructions to assist customers reach the service provider • providing transport to the service provider.
Service providers may include:	• airlines • consulates • counselling services • funeral directors • high commissions • hospitals • medical and allied health professionals • offices of the local inbound tour or ground operator • police.

Operational services may include:	• accommodation
	• cancellation of forward travel and tourism services
	• flights and ticketing to repatriate the customer
	• repatriation of bodies via:
	  • airlines
	  • consulates
	  • funeral directors
	  • high commissions
	  • travel insurance companies.

Unit Sector(s)

Cross-Sector

Competency Field

Crisis Management

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SITXCRI601 Manage a business continuity crisis

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on business continuity and to respond with strategies that ensure the financial viability of the organisation. It requires the ability to identify and interpret information relevant to the crisis and the business operation and to assess and adapt business operations to manage the crisis.

Managing business continuity is a complex process which involves the use of a range of other interrelated skills, such as financial analysis, budgeting, developing operational plans and adapting the provision of products to meet the needs of a market in crisis. These skills are found within other units.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation. The crisis could be of a magnitude that affects the operation of an entire organisation, department or particular project.

It applies to senior managers and owner-operators who operate with significant autonomy and are responsible for making a range of strategic management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and acknowledge the crisis.	1.1 Consider impacts on business operation through early identification of ***triggers*** for a downturn in business. 1.2 Access and interpret ***information*** relevant to the crisis. 1.3 Identify and acknowledge ***internal*** and ***external crises***.
2. Assess impacts on the viability of the business.	2.1 Involve ***key people*** in the assessment of the crisis. 2.2 Review ***organisational documents*** to ascertain current financial and operational status of the business. 2.3 Produce new financial forecasts based on known information about the crisis. 2.4 Produce a range of forecast options based on reasonable and worst case predictions of impacts. 2.5 Monitor the severity of the crisis and adjust forecasts according to swiftly changing circumstances. 2.6 Ascertain the severity of business impacts and develop ***recommendations*** to ensure financial viability of the organisation.
3. Adapt business operations to manage the crisis.	3.1 Develop and implement an emergency operational plan to manage the crisis. 3.2 Involve key people in the management of the business crisis and integrate their perspective. 3.3 Implement accepted recommendations for changing business operations. 3.4 Communicate new practices to key people including external suppliers. 3.5 Re-align ***staffing arrangements*** to control wage costs. 3.6 Gain staff confidence in current managerial activity and their commitment to the business in crisis. 3.7 Re-align products and services to meet current market needs. 3.8 Re-negotiate with suppliers to achieve optimum profitability

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	during the crisis. 3.9 Implement promotional and public relations activities to assure consumer confidence.
4. Monitor and evaluate business operations.	4.1 Monitor business activity and profitability throughout all stages of the crisis. 4.2 Seek internal and external feedback on the effectiveness of emergency business operations. 4.3 Identify and respond to inadequacies in emergency operational plan to account for changing circumstances. 4.4 Continually adapt business operations to ensure business continuity.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with others on complex operational, financial and management issues
  - communicate difficult operational changes
  - impart confidence to staff throughout a crisis
  - assure consumer confidence through promotional and public relations activities
- critical thinking skills to evaluate the severity of crisis impacts on business operations and to re-align practices to ensure the financial viability of the organisation
- literacy skills to:

read and interpret complex and unfamiliar reports about external crises and a range of complex internal business management plans and reports

  - research the internal and external factors that may impact on business performance
  - write clear, accurate and complex emergency operational plans
- numeracy skills to interpret and analyse financial information, including forecasts and previous performance data, and to develop financial estimates and scenarios
- planning and organising skills to manage a cohesive and changeable response to crises and produce reports within tight timelines
- problem-solving skills to:
  - identify, acknowledge and immediately respond to crises
  - react to swiftly changing circumstances
- self-management skills to take responsibility for managing a business in crisis and for the outcomes of emergency management practices
- teamwork skills to involve key staff members in the assessment and management of a business crisis

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- technology skills to use accounting software packages.

Required knowledge

- for the specific industry sector and organisation:
  - the key characteristics of internal and external crises
  - impacts of crises on the provision of products and services and business viability
  - historical impacts of crises on tourism, hospitality and event operations
  - the major triggers for a downturn in customer sales
  - consultative mechanisms commonly used by organisations
  - promotion and public relations activities commonly used by organisations during a crisis
  - the role of key external people and organisations in managing a business crisis
  - techniques to adapt business operations to manage a business in crisis
- for the specific organisation:
  - the roles and responsibilities of key staff members and external consultants
  - the contents and role of organisational documents in managing the business
- a range of formats for and inclusions of emergency operational plans
- the features and functions of financial software programs for preparing and monitoring financial reports.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify and assess the ramifications of a crisis on business continuity
- assess and adapt business operations to manage a business continuity crisis
- develop clear, accurate and complex emergency operational plans
- implement an emergency operational plan and monitor, evaluate and adapt the outcomes over a period of time
- integrate knowledge of the key characteristics of internal and external crises and impacts on business viability.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation or event facing a business continuity crisis
- computers, software programs, printers and communication technology used to administer crisis management
- current commercial plans and financial reports
- crisis information
- a team so that consultative actions can be implemented.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a portfolio, prepared by the individual, incorporating documents used for the management of a business or event crisis:
  - summary of crisis research material
  - recommendations for managing the situation
  - an emergency operational plan detailing strategies to ensure the financial viability of the organisation
- direct observation, using role plays, of the individual consulting with and briefing key staff members on emergency operational practices
- use of case studies and problem-solving exercises so the individual can identify and evaluate the impacts of different types of crises on tourism, hospitably and event businesses

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- written and oral questioning to assess knowledge of:
  - the key characteristics of internal and external crises
  - historical impacts of crises on tourism, hospitality and event operations
  - the major triggers for a downturn in customer sales
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBFIM601A Manage finances
- BSBMGT515A Manage operational plan
- SITHKOP501 Design and cost menus
- SITTPPD503 Research and analyse tourism data
- SITTPPD601 Develop tourism products
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Triggers may include:

- changes in the length and regularity of holidays taken by the source market
- changes in the popularity of:
  - destinations
  - style of tourism, travel and hospitality products
  - budget or premium product

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- closure of major transport suppliers:
  - airlines
  - coach companies
  - cruise operators
- closure of the operation of multiple suppliers in a destination
- downturn in local economic growth
- global financial downturn
- impending economic recession or crisis
- in destinations used by the business, warnings of impending:
  - natural disasters
  - political and civil uprisings
  - terrorism acts
  - wars.

Information relevant to the crisis may be sourced from:

- emergency services reports
- health advisory notices and vaccination information issued by local and international bodies
- industry associations and organisations
- industry journals
- informal discussions and networking with internal and external colleagues
- media reports on external crises
- press releases and emergency advice notices issued by:
  - local, state, territory or federal governments
  - destination marketing companies
  - regional, state and national tourism offices
  - franchisors
- staff, contractor, supplier reports on:
  - accidents
  - breakdown or complete failure of key equipment
  - death
  - injury
  - major work health and safety incidents
- travel warning advice issued by the federal government for Australian travellers.

Internal crises may be:

- breakdown or complete failure of key equipment
- customer, tour guide or tour manager:
  - accident
  - death

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- major injury or illness
- repatriation

- destruction of infrastructure
- failure of marketing program
- financial loss through:
  - non-compliance with the law
  - litigation
- key employee:
  - death
  - family crisis
  - fraud
  - long term illness
  - professional incompetence
- media coverage of business's:
  - accidents
  - incidents
  - impending failure
- major work health and safety accident or near miss incident.

External crises may be:

- breakdown or complete failure of supplier equipment
- for destinations used by the business:
  - chemical spill
  - civil uprising
  - destruction of tourism infrastructure
  - health epidemics or pandemics
  - natural disaster (cyclone, earthquake, fire, flood, tsunami, etc.)
  - outbreak of war
  - political coup
  - radiation leak
  - terrorism
- financial recession or crisis for the source market
- global financial crisis
- industrial dispute
- plane crash.

Key people may include:

- business accountants
- customers and their families
- colleagues, including:
  - managers

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- operational staff
- peers
- supervisors
- contract tour guides and tour managers
- consultants:
  - crisis management
  - marketing
  - public relations
- financial controllers
- insurance brokers and providers
- legal representatives
- suppliers
- travel insurance providers.

Organisational documents may include:

- brochures
- budgets:
  - departmental
  - entire organisation
  - product specific
  - project specific
  - revenue and expenditure items
- contracts with:
  - other businesses to whom products and services are supplied
  - suppliers
- customer surveys
- plans:
  - business
  - marketing
  - operations
  - product development
  - project
- product costings and published tariffs and price lists
- reports:
  - current financial status
  - financial forecasting
  - staff feedback
  - wage cost
- tenders, proposals or bids
- terms and conditions:
  - credit provision

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- provision of products and services to customers.

Recommendations may include:

- cancellation of impending departures to affected destinations
- cancellation of unprofitable products or services
- closure of particular departments
- moving premises to a less costly location
- price rises or reductions
- re-alignment of product style and pricing to meet current market needs
- reduction of staff hours or staff redundancies
- sale of equipment
- scaling up or down of promotional activities
- temporary cancellation of products within affected destinations
- temporary closure of:
  - accommodation wings or floors
  - internal venues:
    - cafes
    - restaurants
    - retail outlets.

Staffing arrangements may include:

- non-use of casual staff
- re-assigning duties
- reducing permanent employee hours
- redundancies.

Unit Sector(s)

Cross-Sector

Competency Field

Crisis Management

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SITXEVT301 Access information on event operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXEVT001B Develop and update event industry knowledge. New title. Significant change to Elements, Performance Criteria and Required knowledge. New Element 2 covers event industry products and services. Coverage of laws and ethical issues limited to those specifically relevant to the event industry. Other legal knowledge, e.g. work health and safety is covered in relevant units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to access and interpret current and emerging information on event industry operations. This includes industry structure, technology, laws and ethical issues specifically relevant to event coordination. Event personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Research skills and knowledge to source more specialised information is covered in:

- SITXEVT601 Research event trends and practice.

Application of the Unit

Events are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to many people working at different levels in event management companies, in event venues, or in organisations which organise their own events.

This unit is not about having in-depth knowledge but focuses on the ability to research and interpret current information to enhance the quality of event coordination.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and interpret relevant industry information.	1.1 Identify ***sources of information*** on the structure and operation of the ***event industry***. 1.2 Access specific ***information*** of relevance to the event industry to assist operational duties. 1.3 Use knowledge of the event industry to ***enhance the quality of work performance***.
2. Source information on event industry practice, products and services.	2.1 Examine and clarify the purpose, format and elements of different types of events currently in trend. 2.2 Source information on key purposes for organising events and the characteristics of attendees. 2.1 Obtain information on basic features of current and in trend staging products and services for different events. 2.2 Use research on current event practice to assist in event coordination.
3. Source and use compliance information in daily activities.	3.1 Obtain information on laws specifically relevant to the event industry and work compliantly. 3.2 Source information on industry ***quality assurance schemes***. 3.3 Access information on career planning and equal employment opportunity law. 3.4 Conduct day to day event activities according to ***ethical industry practices***.
4. Access and use information on events technology.	4.1 Source information on current and emerging ***technologies*** that impact on operational duties. 4.2 Use information on technology to suggest new and improved workplace practices.

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	4.3 Use current and emerging technology in day to day work activities.
5. Update personal and organisational knowledge of the event industry.	5.1 Identify and use a range of ***opportunities*** to update knowledge of the event industry. 5.2 Monitor ***current issues and trends*** for the industry. 5.3 Share updated information with colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to obtain information from:
  - experienced industry personnel
  - colleagues
  - suppliers
  - industry bodies
- initiative and enterprise skills to suggest:
  - new and improved ways of using emerging technology to coordinate events
  - business benefits of participating in industry quality assurance schemes
- learning skills to continuously update knowledge of the event industry
- literacy skills to:
  - read and interpret the content of plain English information about laws, industry accreditation schemes and codes of conduct
  - research, sort and interpret event industry information
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to complete daily operational activities while sourcing required support information
- problem-solving skills to recognise knowledge deficiencies and take action to seek information
- self-management skills to take responsibility for sourcing and updating current and emerging information
- teamwork skills to share updated information with colleagues
- technology skills to use:
  - a computer and keyboard
  - online information systems to search for information.

Required knowledge

- sources of information on the event industry and staging products and services

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- structure of the event industry and its sectors including:
  - functions
  - key characteristics
  - business relationships between sectors
- roles and general responsibilities for different jobs in the industry
- general nature of allied and cross-over industries including tourism, hospitality, entertainment, culture and sport
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the organisation has a relationship
  - trade unions in the industry
- basic aspects of the stages of event management from concept development through to execution
- basic aspects of Australian event industry quality assurance processes:
  - industry accreditation schemes
  - International Organization for Standardization ISO 20121 Event Sustainability Management Systems
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members in quality assurance
- basic aspects of managing environmental and social sustainability when operating events and the roles and responsibilities of different types of event organisations including event management companies, event venues and sites
- basic aspects of state, territory, commonwealth and local council laws specifically relevant to the event industry and actions that must be adhered to by organisations staging events:
  - environmental protection including requirements for minimal impact operations, protection of natural and cultural integrity and waste management
  - local community protection including land ownership, requirements for management and access and to maintain the lifestyle of neighbouring residents
  - consumer protection including refund requirements, terms and conditions of quotations and cancellation fees
- basic aspects of Equal Employment Opportunity (EEO) law including rights of employees and responsibilities of employers to make merit based employment decisions
- current and emerging technology used by event organisations, including e-business and social media.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• source current event industry information and use this in day-to-day activities to maximise effective performance
	• demonstrate knowledge of the event industry, including main roles, functions and interrelationships of sectors
	• integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the event industry:
	  • environmental protection
	  • local community protection
	  • consumer protection.

Context of and specific resources for assessment	Assessment must ensure use of:
	• computers, printers, communication technology and information programs used to source industry information
	• information on current event industry practice, products and services
	• information on codes of conduct, membership and benefits distributed by:
	  • industry associations
	  • accreditation operators
	  • unions
	• plain English documents issued by government regulators that describe laws specifically relevant to the event industry.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• exercises and project activities that allow assessment of the individual's ability to:
	  • obtain current and accurate event industry information
	  • research information to meet differing operational needs
	• group projects that allow individuals to collectively source information on differing aspects of the event industry and present it in a portfolio
	• direct observation of the individual delivering an oral

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presentation on the sourced information
- case studies so the individual can obtain information on features of current staging elements for different events
- problem-solving exercises so the individual can identify new knowledge required to complete operational activities and source information to resolve the deficiency
- written and oral questioning to assess knowledge of:
  - sectors of the event industry and their interrelationships
  - laws relevant to the event industry
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBCMM201A Communicate in the workplace
- SITTTSL201 Operate an online information system.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- computer data, including the Internet
- discussions with experienced industry personnel
- industry:
  - accreditation operators
  - associations and organisations
  - developers of codes of conduct or ethics
  - journals
  - seminars
- International Organization for Standardization (ISO)
- networking with:
  - colleagues
  - suppliers
- plain English documents, issued by government regulators, that describe laws relevant to the events

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	industry • libraries • media • personal observations and experience • reference books • training courses • unions.
Events industry may coordinate events for:	• business and corporate • entertainment and leisure • exhibitions, expositions and fairs • festivals • fundraising • government and civic • marketing • meetings and conventions • social • sports.

Information of relevance to the event industry may include:	• career opportunities within the industry
	• event types and staging elements
	• events markets and their relevance to industry sectors
	• sectors and businesses within the industry, their relationships and the services available in each sector
	• economic and social significance of the event industry, which may relate to:
	  • community role in events
	  • effect on local amenities and facilities
	  • employment
	  • role of and impacts on local communities
	• major event industry bodies and associations
	• quality assurance schemes
	• relationships between events and other industries, including:
	  • cultural
	  • entertainment, live theatre production and staging
	  • hospitality
	  • sport
	  • tourism
	• roles and general responsibilities for different jobs in the industry
	• specific features of the local and regional industry
	• workplace relations and award provisions.

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To ***enhance the quality of work performance*** may involve:	• improving skills and productivity
	• developing event products and services to meet current market trends and customer expectations
	• providing quality event service
	• suggesting new and improved work processes
	• working effectively with:
	  • other sectors of the event industry
	  • sponsors
	  • staff and volunteers
	  • suppliers
	• working according to:
	  • ethical industry practices to ensure smooth event operations
	  • legislation to ensure compliance.

Quality assurance schemes may include:	• accreditation schemes • codes of conduct or ethics • industry association memberships • Australian and international standards • occupational licences.

Ethical industry practices may relate to:	• agreed compliance with:
	  • accreditation schemes
	  • codes of conduct
	  • Australian and international standards
	  • preferred product arrangements
	  • payment of commission
	  • terms of payment
	• confidentiality of customer information
	• consumer protection:
	  • provision of services as promoted
	  • reasonable consumer pricing
	  • truth and honesty in all information given to customers
	• declaration of:
	  • commissions
	  • fees and other charges
	  • gifts and services provided free of charge
	  • tips
	• maintaining the rights and lifestyle conditions of local community residents
	• overbooking
	• product recommendations

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	• professional behaviour when participating in site inspections and industry events.

Technologies may involve:	• customer technologies:
	  • applications for electronic devices and computers
	  • online booking systems
	• computer-aided despatch systems
	• e-business
	• industry technologies:
	  • online booking systems
	  • registration systems
	  • reservations, operations, financial and tracking systems
	• project management systems
	• social media sites.

Opportunities may include:	• discussions with experienced industry personnel
	• networking with:
	  • colleagues
	  • suppliers
	• participating in:
	  • industry accreditation schemes
	  • industry seminars
	  • membership of professional industry associations
	  • union membership
	  • training courses.

Current issues and trends for the industry may relate to:	• carbon pricing • emerging markets • environmental, social and cultural impacts and sustainability management • global economic and financial crises • government initiatives • industry expansion or retraction • industry initiatives • labour issues • maintaining organisational and industry profitability by productivity and pricing flexibility • shrinking markets.

Unit Sector(s)

Cross-Sector

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Competency Field

Events

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SITXEVT302 Process and monitor event registrations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXEVT003B Process and monitor event registrations. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. New Element 2 covers amending and updating registrations. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process attendee registrations for events and administer these through to finalisation. It requires the ability to record customer information, monitor attendance numbers, generate sales and operational reports and issue customer documents for event attendance.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event operations personnel who operate with some level of independence and under limited supervision. They may work in event management companies, in event venues, or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process registrations.	1.1 Interpret and accurately process event ***registrations*** according to organisational procedures and timelines. 1.2 Identify, collect and process missing customer information within appropriate timelines. 1.3 Offer alternatives for unavailable registrations including waitlist options. 1.4 Answer enquiries about costs and other event details. 1.5 Record customer details using appropriate systems and technology. 1.6 File the ***event*** registration according to system or procedural requirements.
2. Update registrations.	2.1 Accurately ***update financial status*** of the registration. 2.2 Accept, process and record any customer requests for amendments or cancellations. 2.3 Provide details of amendment or cancellation conditions and charges and confirm customer understanding.
3. Monitor and report on registrations.	3.1 Monitor registrations and generate ***registration reports*** for relevant personnel. 3.2 Proactively identify and report on problems emerging from attendance information. 3.3 Take ***action*** to address attendance issues according to individual responsibility and organisational procedures.
4. Produce final registration documentation.	4.1 Check and finalise event registration details within designated timelines. 4.2 Prepare and issue ***customer documents*** within designated timelines. 4.3 Check all documentation for accuracy prior to issue and amend as necessary. 4.4 Generate and distribute ***final registration reports*** in agreed

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formats and styles according to procedures and timelines.

4.5 Minimise use of printed materials and maximise electronic transmission of all documents to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - elicit information from customers about registration requirements
  - answer enquiries about costs and other event details
  - liaise with event coordinators and managers on attendance issues
- literacy skills to:
  - read and interpret complex event information including event schedules, costs and conditions of sale
  - write and input accurate customer and operational details
  - create accurate and succinct notes for special requests and event operational details
- numeracy skills to manage the accounting processes for event registrations and interpret statistical data within various reports
- planning and organising skills to meet deadlines for completion of registrations, collection of payments and issuance of documents and reports
- problem-solving skills to:
  - identify and collect missing customer information
  - offer alternatives for unavailable registrations
  - identify, report and respond to attendance deficiencies
- self-management skills to coordinate own workflow for processing and monitoring registrations within deadlines
- technology skills to use calculators, computers, software programs and printers for processing event registrations.

Required knowledge

- range of operation systems and software programs used to process and monitor event registrations
- types of customers for different types of events and methods of administering different registrations
- customer information required to administer registrations
- a range of formats for, inclusions and uses of:
  - financial administration documents for customer payments
  - customer event attendance documents
  - event registration reports

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- for the specific organisation:
  - features of event programs, schedules, inclusions and specific costs
  - information required by event coordinators and managers to monitor attendance numbers and deliver events
  - procedures and deadlines for processing and administering registrations and issuing registration reports.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- accurately process and administer registrations through to finalisation for multiple events
- issue financial administration and event attendance documents for multiple and diverse customers
- generate accurate registration reports and proactively identify and report on attendance problems
- integrate knowledge of:
  - event programs and costs
  - formats for reports and documents
  - information required by event managers to monitor attendance numbers and deliver events
- process and monitor event registrations with speed and efficiency and within event deadlines.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which event registrations are processed and monitored. Events may be created for the specific purpose of skills assessment, but must have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- comprehensive operational and capacity information for venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged

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- industry current computer systems and software programs for processing event registrations
- comprehensive event programs, schedules, inclusions and costs
- industry current template documents for:
  - financial administration of event payments
  - customer event attendance
  - registration reports
- procedures for processing and administering registrations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual using the various features of a computerised event registration system to administer a series of customer registrations
- activities that allow assessment of the individual's ability to process and monitor registrations for different events and for varying customer requirements
- review of documents prepared by the individual:
  - confirmation letters
  - credit notes
  - information or sales kits
  - invoices
  - participant name badge or identification document
  - receipts
  - registration reports
  - service vouchers
  - tickets
- problem-solving exercises to allow the individual to respond to and report on event attendance problems
- written or oral questioning to assess knowledge of:
  - event programs and costs
  - formats for reports and documents
  - information required by event managers to monitor attendance numbers and deliver events
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITTTSL308 Use a computerised reservations or operations

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system
- SITXCCS303 Provide service to customers
- SITXFIN201 Process financial transactions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Registrations may involve:	• accommodation details • contact details • customer address • details of pre-booked sessions • full name and title • further action required at site or venue • medical information • method of payment • payment status • contact details • special requests • seating requests • travel and touring arrangements.
Event may include:	• business and corporate • entertainment and leisure • exhibitions, expositions and fairs • festivals • fundraising • government and civic • marketing • meetings and conventions • social • sports.
To ***update financial status*** may involve:	• checking and recording that the registration has been fully paid • generating and issuing invoices and credit notes for changed registrations • receiving, processing and recording payments.
Registration reports may include	• breakdown of attendances per:

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information on:	• session • site • table • venue • characteristics of attendees • numbers • progress towards attendance expectations • sources of registrations.
Action may include:	• additional promotional activity • advice of change of venue • chasing payments • holding of space for particular individuals or groups • target selling to specific groups.
Customer documents may include:	• confirmation letters • credit notes • event program • information or sales kit • invoices • paper-based or electronically transmitted materials • participant name badge or identification document • receipts • service vouchers • site maps • sponsor advertisements • tickets.
Final registration reports may include information on:	• breakdown of attendances per: • session • site • table • venue • name lists • payment status • special requests.

Unit Sector(s)

Cross-Sector

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Competency Field

Events

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SITXEVT303 Coordinate on-site event registrations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT004B Coordinate on-site event registration. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and process on-site attendee registrations at events. It requires the ability to collect and collate all registration materials in advance of the event, set up the registration area and check attendee's registration details before admission.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event operations personnel who operate with some level of independence and under limited supervision. They may work in event management companies, in event venues, or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare on-site registration materials.	1.1 Prepare and check all ***registration materials and equipment*** prior to ***event***. 1.2 Identify and prepare appropriate ***resources*** to address on site contingencies. 1.3 Minimise use of printed materials and maximise use of electronic documents to reduce waste. 1.4 Check and reconfirm arrangements for venue or site access and registration set up.
2. Set up registration area.	2.1 Establish contact with venue or site personnel to facilitate effective communication during event. 2.2 Locate and check registration set up against ***prearranged agreements***. 2.3 Identify registration area ***safety and access issues*** and resolve with venue or site personnel. 2.4 Complete site inspection to establish familiarity with event venue or site. 2.5 Check efficiency and working order of registration equipment and resolve or report any deficiencies.
3. Process on-site registrations.	3.1 Welcome attendees and provide accurate and relevant information on venue and event features. 3.2 Check ***attendee registration details*** and provide event documentation and admission according to organisational procedures and event deadlines. 3.3 Identify, record and resolve ***registration discrepancies*** according to individual responsibility and organisational procedures. 3.4 Process on-site event payments. 3.5 Accurately finalise registration records and pack or store registration resources. 3.6 Provide ongoing internal feedback on registration procedures

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and suggest improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with venue or site personnel on registration set up
  - interact with attendees in a polite, professional and friendly manner
  - respond to attendees with diverse and special needs and expectations
- literacy skills to:
  - read and interpret documents detailing name, payment status and booking details for attendees; complex registration reports, event programs and costs
  - write and input accurate customer and event operational details; customer notes and receipts
- numeracy skills to:
  - interpret payment details for registrations and calculate any under or over payments
  - calculate costs for on-site event payments
- planning and organising skills to:
  - prepare and check a diverse range of registration materials and equipment in advance of the event
  - coordinate the set up of the registration area for operational efficiency
- problem-solving skills to identify, resolve or report:
  - registration area safety issues
  - deficiencies with registration equipment
  - attendee registration discrepancies
- self-management skills to manage own speed, timing and productivity for processing on-site registrations
- teamwork skills to:
  - work with venue or site personnel for smooth service delivery to attendees
  - provide feedback on registration procedures and suggest improvements
- technology skills to use calculators, computers, software programs and printers for processing event registrations.

Required knowledge

- reasons for and a range of on-site registration processes for diverse event types
- safety and access issues for on-site registration areas especially those associated with the gathering or movement of large numbers of people
- different types of operation systems and software programs used to process on-site event registrations

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- attendee information required to provide on-site event documentation and admission
- a range of formats for, inclusions and uses of:
  - event registration reports
  - registration materials required to process on-site event registrations
  - financial administration documents for attendee payments
  - event attendance documents
- for the specific organisation and event:
  - agreements with the venue or site for registration set up
  - features of event program, schedules, inclusions and specific costs
  - procedures for processing on-site registrations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare registration materials and equipment and process on-site attendee registrations for multiple events
- check registration details and provide event documentation for multiple and diverse attendees
- identify and resolve registration discrepancies
- integrate knowledge of:
  - event programs and costs
  - formats for registration reports and attendee documents
  - procedures for processing on-site registrations
  - safety and access issues for on-site registration areas
- process on-site event registrations with speed and efficiency and within event deadlines.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which on-site event registrations are coordinated. Events may be created for the specific purpose of skills assessment, but must have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites where events are operated with a designated on-site registration area; these can be:
  - real event venues and sites

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- event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- industry-realistic ratios of registration staff to attendees
- industry current computer systems and software programs for processing on-site event registrations
- comprehensive event programs, schedules, inclusions and costs
- industry current template documents for:
  - registration reports
  - attendee documents
  - financial administration of on-site event payments
- procedures for processing on-site registrations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to prepare registration materials and equipment and process on-site attendee registrations for different events and for varying attendee requirements
- review of materials prepared by the individual in advance of the event:
  - attendee documents
  - registration reports
- direct observation of the individual using the various features of a computerised event registration system to process a series of on-site registrations
- direct observation, using role plays, of the individual:
  - interacting with venue staff to set up the registration area and resolve safety issues
  - interacting with attendees to check registration details and provide event documentation
- problem-solving exercises to allow the individual to respond to on-site registration discrepancies and safety issues
- written or oral questioning to assess knowledge of:
  - event programs and costs
  - formats for registration reports and attendee documents
  - procedures for processing on-site registrations
  - safety and access issues for on-site registration areas
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITTTSL308 Use a computerised reservations or operations system
- SITXCCS303 Provide service to customers
- SITXFIN201 Process financial transactions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Registration materials and equipment may include:

- attendee:
  - kits
  - lanyards
  - lists
  - name badge or identification documents
  - receipts
  - service vouchers
  - tickets
- cash float
- computer
- display stands
- event:
  - program
  - running sheet
- promotional display materials
- registration reports:
  - attendance lists per session, site, venue or table
  - name lists
  - payment status
  - special requests
- signage
- site maps
- stationery.

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Event may include:	• business and corporate • entertainment and leisure • exhibitions, expositions and fairs • festivals • fundraising • government and civic • marketing • meetings and conventions • social • sports.
Resources may include:	• emergency phone contacts • spare supplies • venue or site agreements.
Prearranged agreements may relate to:	• access • location of registration area • nature and quantity of furniture and other equipment • signage.
Safety and access issues may involve:	• adequate space for flow of people • adequate sun and weather protection • emergency exits • profile of registration area for arriving attendees • safe positioning of registration area • safety of electrical cables in registration area.
Attendee registration details may include:	• accommodation details • address • details of pre-booked sessions • full name and title • medical information • payment status • contact details • special requests • seating • travel and touring arrangements.

Registration discrepancies may include:	• incorrect:
	  • accommodation, travel and touring arrangements
	  • names and/or titles
	  • contact details
	  • payment status
	  • pre-booked sessions

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    - seating
- no-shows
- omission of special requests
- unexpected on-site registrations.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT304 Provide event staging support

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT002B Provide event staging support. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist with staging requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event staging and technical production requirements.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event support personnel who operate under the supervision and guidance of event staging and technical production specialists. They may work in event management or technical staging companies, in event venues, or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for event staging.	1.1 Interpret ***operational documentation*** for ***event*** and clarify, with supervisor, details of ***staging requirements and resources***.
	1.2 Participate in ***event briefings*** and clarify own and team roles, responsibilities and timelines.
	1.3 Obtain staging resources according to plans to meet cost requirements and minimise waste.
2. Provide on site staging assistance.	2.1 Participate effectively in event set up, operation and break down using ***plans and procedures*** to guide staging activities.
	2.2 Provide ***assistance with staging requirements*** and take opportunities to acquire new skills.
	2.3 ***Liaise*** with colleagues to maximise work efficiency and effectiveness.
	2.4 Identify ***operational problems*** and resolve within scope of individual responsibility or refer to ***relevant personnel***.
	2.5 Comply with environmental and social sustainability procedures.
3. Provide feedback on event operations.	3.1 Review event operation and factors impacting on its efficiency and success, including own role.
	3.2 Participate in event debrief, provide feedback on operational issues and suggest improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:

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    - actively listen to instructions from event management personnel and seek clarification of issues
    - interact with venue personnel, event staging and technical production specialists in a polite, professional and friendly manner
- initiative and enterprise skills to identify and suggest ways to improve event operations
- learning skills to seek and assimilate new knowledge of event staging requirements from event staging specialists
- literacy skills to:
    - read and interpret complex event staging documents including plans, procedures briefing papers, running sheets, event registration reports and layout plans for venues or sites
    - write basic notes, messages and simple reports on staging problems
- numeracy skills to calculate required numbers of staging resources, check numbers of installed staging elements against attendance numbers, monitor time against running sheets
- planning and organising skills to:
    - prepare and check staging resources in advance of the event
    - use event plans to guide all activities during the set up of event staging elements
- problem-solving skills to:
    - identify missing staging elements during set up and take action to source and provide these
    - identify deficiencies and discrepancies in installed staging elements and report these to relevant personnel for resolution
- self-management skills to manage own speed and timing to meet deadlines for event set up, operation and break down
- teamwork skills to:
    - work with venue personnel, event staging and technical production specialists for smooth service delivery to attendees
    - provide feedback on event operations and suggest improvements.

Required knowledge

- basic aspects of different types of events; their format and running order
- roles and general responsibilities, in event staging, of:
    - internal event team members, venue personnel and external contractors
    - on-site event manager
- basic aspects of event staging products and services including:
    - catering
    - displays, stands and signage
    - talent:
        - entertainers
        - speakers
    - technical equipment and services:

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    - audio-visual
    - lighting
    - sound
  - venue or site:
    - layouts
    - registration areas and equipment
    - styling
- for the specific organisation or event:
  - features of event documentation used to participate in event staging
  - team structure for instructions, reporting and resolution of problems during event operation
  - procedures and practices for the set up, operation and break down of events
  - environmental and social sustainability procedures for:
    - recycling and disposal of all waste, especially hazardous substances
    - reducing impacts on the lifestyle of neighbouring residents
    - safety for crowds and the movement of large numbers of attendees
    - use of energy, water and other resources during event set up, operation and break down.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• efficiently assist with staging requirements for multiple and diverse events during event set up, operation and break down
	• communicate and work effectively with venue personnel, event staging and technical production specialists for smooth service delivery to attendees
	• integrate knowledge of:
	  • basic aspects of event staging products and services
	  • roles and general responsibilities of different personnel in the event staging process
	• provide event staging support in live time where commercially realistic time pressures and constraints play a key factor.

Context of and specific	Assessment must ensure use of:

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resources for assessment

- actual events for which event staging support is provided. Events may be created for the specific purpose of skills assessment, but must have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing a individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- venue personnel, event staging and technical production specialists with whom the individual can interact
- industry current documents used to manage on-site event staging including plans, procedures briefing papers, running sheets event, registration reports and layout plans for venues or sites.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual completing tasks during set up, operation and break down of events
- direct observation, using role plays, of the individual:
  - participating in pre-event briefings and consulting with supervisors to clarify staging requirements
  - communicating and working effectively with venue personnel, event staging and technical production specialists
- case studies and problem-solving exercises to allow the individual to identify and suggest solutions for deficiencies and discrepancies in the installation of staging elements
- written or oral questioning to assess knowledge of:
  - basic aspects of event staging products and services
  - roles and general responsibilities of different personnel in the event staging process
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBWOR203B Work effectively with others
- SITXWHS101 Participate in safe work practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Operational documentation may include:

- briefing papers
- contact numbers for:
  - contractors
  - emergency services
- event program and scheduled time for activities
- event orders
- itemised lists of resources
- layout plan for venue or site
- plans and procedures
- registration reports:
  - attendance lists per session, site, venue or table
  - name lists
  - special requests
- running sheet for delivery of event
- service vouchers
- signage
- site maps
- staffing rosters.

Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing
- meetings and conventions
- social
- sports.

Staging requirements and resources may involve:

- attendee:
  - kits
  - lanyards
  - name badge or identification documents
  - receipts

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- service vouchers
- tickets

- catering
- promotional display materials and handouts
- security
- set up of:
  - client displays and livery
  - exhibitor or sponsor stands
  - furniture
  - merchandising stands
  - on-site registration area
  - seating
  - tables
- signage
- site maps
- staff and volunteer
  - kits
  - lanyards
  - name badge or identification documents
- stationery
- technical equipment and production services:
  - audio-visual
  - costumes
  - props
  - pyrotechnics
  - rigging
  - sets
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- transportation.

Event briefings may involve clarification of:

- access times for service personnel, client and attendees
- client expectations
- client role in event management
- event program and scheduled time for activities
- procedures for event staging
- regulatory compliance and roles and responsibilities of individual team members
- roles and responsibilities of internal staff, contractors and volunteers

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- service expectations
- staffing rosters
- team structure for instructions, reporting and resolution of problems during event operation.

Plans and procedures may manage:

- bump-in and bump-out of staging requirements
- communication channels with and between:
  - clients
  - event operational team
  - exhibitors
  - organising committee
  - sponsors
  - suppliers
  - volunteers
- crowd control
- hazard identification and risk assessment
- minimal impacts on lifestyle of local residents
- on-site registrations
- record keeping and reporting
- recycling and correct and environmentally sound disposal practices for waste
- regulatory requirements
- roles and responsibilities of internal staff, contractors and volunteers
- reporting structures for resolution of problems
- risk to and control measures for:
  - attendees
  - contract staff
  - local community
  - personnel
  - site and environment
  - volunteers
- security
- storage facilities for client and outside contractors
- use of energy, water and other resources during event set up, operation and break down
- transportation and timelines
- work health and safety.

Assistance with staging requirements may involve:

- assisting bump-in and bump-out of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands

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- on-site registration area
- seating
- tables
- technical equipment and services
- venue styling

- assisting or running messages for:
  - caterers
  - display suppliers
  - event staging and technical production specialists
  - food and beverage personnel
  - florists
  - equipment hire companies
  - registration and ticket sales personnel
  - suppliers of technical equipment and services
  - venue coordinators or duty managers
- moving equipment
- running cables.

To ***liaise*** may involve:

- developing a team approach to particular tasks
- discussing potential problems
- making suggestions
- reporting deficiencies and discrepancies
- seeking clarity on operational requirements
- taking instructions.

Operational problems may include:

- client dissatisfaction
- delays
- faulty or unavailable technical equipment
- inadequate supplies
- incorrect set up of equipment, displays and seating
- inappropriate space for on-site registration areas
- inappropriate management of risk to personnel, participants and the site environment
- lack of equipment to manage displays and signage
- shortage of or incorrect food and beverage
- staff shortages.

Relevant personnel may include:

- contractors
- event manager
- event staging and technical production specialists
- suppliers
- venue personnel, coordinators and duty managers.

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Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT401 Plan in-house events or functions

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXEVT005B Organise in-house events or functions. New title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Content about calculating quotations and monitoring event set up and operation duplicates content in SITTTSL304 Prepare quotations and SITXEVT505 Manage on-site event operations and has been removed. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan the delivery of events or functions within a commercial venue. It requires the ability to identify the customer's operational needs and preferences, prepare and confirm event proposals and finalise operational documents for the delivery of events.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They work in commercial event or function venues such as hotels, clubs, theatres, function, convention and exhibition centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Liaise with event customer to satisfy service expectations.	1.1 Discuss and clarify purpose and scope of ***event or function*** with ***customer***. 1.2 Liaise with customer to determine specific ***operational*** needs, preferences and budget for event. 1.3 Conduct customer site inspection as required. 1.4 Hold ongoing discussions about event plans to satisfy all customer requirements and service expectations.
2. Prepare and confirm event proposals.	2.1 Analyse and document event staging requirements based on detailed review of customer brief. 2.2 Identify and pursue additional sales opportunities to ensure maximum event profitability. 2.3 Develop ***options and ideas*** on event concept, theme and format for inclusion in event proposal. 2.4 Verify the operational and service practicality of proposal through consultation with colleagues and suppliers. 2.5 Present proposal including accurate information on costs and range and style of products and services. 2.6 Negotiate and agree to final event details. 2.7 Prepare and issue relevant ***event documentation*** to customer and update as changes occur.
3. Coordinate event services.	3.1 Liaise with internal personnel and external suppliers to facilitate effective event planning. 3.2 Identify environmental and social impacts and ensure services are organised to minimise these. 3.3 Identify ***event components*** and create a schedule to facilitate

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	event service bookings. 3.4 Issue event orders to ***venue departments*** and external suppliers according to event deadlines and update as changes occur. 3.5 Prepare and distribute ***operational documentation*** to internal personnel and suppliers according to organisational procedures. 3.6 Develop and provide ***event briefings*** to relevant operations personnel in advance of the event. 3.7 Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
4. Finalise event and evaluate operational success.	4.1 Prepare final customer invoices and check and authorise payment of supplier invoices. 4.2 Obtain feedback from customers and seek input from personnel and contractors on event operations. 4.3 Reflect on and evaluate operational problems. 4.4 Use all information to enhance future event planning activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult and liaise on event requirements with customers, internal personnel and external suppliers
- critical thinking skills to analyse event staging requirements and consider and determine practicality of various options
- initiative and enterprise skills to:
  - develop and explore a range of ideas for event concepts, themes and formats
  - pursue additional sales opportunities to enhance event profitability
- learning skills to seek and assimilate new knowledge of event staging options from external suppliers
- literacy skills to:
  - read and interpret unfamiliar and detailed product and technical information from event staging supply organisations
  - research new product and service options for event staging
  - write complex and detailed, yet easily accessible event operational documents
- numeracy skills to:
  - calculate the number of products and services required for the event or function
  - calculate timings for the delivery of the event
- planning and organising skills to access and sort all information required for event proposals and plans and to write and submit them within designated deadlines

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- problem-solving skills to:
  - anticipate and analyse service difficulties for options proposed and to resolve or abandon ideas before submitting proposals
  - identify event impacts and organise services to minimise these
- self-management skills to take responsibility for development of event proposals and plans
- teamwork skills to consult with internal personnel and external suppliers to facilitate effective event planning
- technology skills to use event industry computerised operations systems and word processing, presentation and spread sheet software packages.

Required knowledge

- characteristics of different types of events and functions staged in commercial venues:
  - purpose and format
  - roles and responsibilities of different corporate clients, family members and officials
  - event running order
  - entertainment and speeches
  - service order and timing for food and beverage items to complement event or function activities
- key features and functions of event staging products and services including:
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent:
    - entertainers
    - speakers
  - technical equipment and services:
    - audio-visual
    - lighting
    - rigging
    - sets
    - sound
    - special effects
    - stage design
  - venue or site:
    - furniture
    - layouts
    - registration areas and equipment
    - styling
- a range of styles for setting up venue rooms and their different purposes including:

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  - banquet
  - classroom
  - conference
  - theatre
  - u shape
- a range of formats for, inclusions and uses of:
  - event proposals
  - event documentation issued to customers including booking conditions, confirmation letters, contracts and invoices
  - event operational documentation including event orders
  - floor plans
  - menus
- key environmental and social impacts of event delivery and minimal impact procedures to reduce these including:
  - lifestyle of neighbouring residents
  - recycling and disposal of all waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set-up, operation and break-down
- for the specific organisation:
  - comprehensive product knowledge of venue features and capacity to service different types of events
  - procedures and deadlines for preparing proposals and booking internal and external event services
  - role of different venue personnel in the event management process.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan in-house events or functions involving:
  - comprehensive event plans
  - multiple operational components
  - an event operations team

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- plan the delivery of multiple events or functions within a venue to meet the operational requirements of diverse customers
- prepare and present accurate and comprehensive event proposals, customer and operational documents for events
- liaise with internal personnel and external suppliers to facilitate effective event planning and book their services
- integrate knowledge of:
  - purpose and format for different types of events and functions staged in commercial venues
  - key features and functions of event staging products and services
  - venue features and capacity to service different types of events
  - formats for and inclusions of event documentation
- plan events and issue documents within commercial time constraints and event deadlines.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events or functions which are planned for and delivered within a venue. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing a individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- customers with whom the individual can interact
- internal personnel and external suppliers with whom the individual can interact
- a computerised operations system currently used in the events industry to administer event planning functions
- current and comprehensive event venue information:
  - product information within sales kits, brochures, product manuals, information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
- industry current template documents for:
  - event proposals
  - event documentation issued to customers including booking

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conditions, confirmation letters, contracts and invoices
    - event operational documentation including event orders
    - floor plans
- procedures for preparing proposals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual:
    - interacting with customers to elicit information on their event requirements
    - interacting with internal venue staff and external suppliers to facilitate effective event planning
- evaluation of documents prepared by the individual:
    - event proposals
    - event documentation issued to customers including booking conditions, confirmation letters, contracts and invoices
    - event operational documentation including event orders
- case studies and problem-solving exercises to allow the individual to analyse and respond to service difficulties for different event staging options and event impacts for different types of events
- written or oral questioning to assess knowledge of:
    - purpose and format for different types of events and functions staged in commercial venues
    - key features and functions of event staging products and services
    - venue features and capacity to service different types of events
    - formats for and inclusions of event documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL306 Book supplier services
- SITXCCS401 Enhance the customer service experience
- SITXEVT505 Manage on-site event operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Event or function may include:

- balls
- banquets
- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- industry and other awards presentations
- marketing
- meetings and conventions
- parties
- religious celebrations
- social
- sports
- wakes
- weddings.

Customer may include:

- business to business
- committees
- corporate
- event management companies
- government
- the media
- retail.

Operational needs and preferences may relate to:

- accommodation
- budget
- entertainment
- floor plans
- date
- decorations
- floral products
- food and beverage
- format, style and duration
- event program
- menu type

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- link between food service and other aspects of the event, such as speeches
- numbers of attendees
- on-site registration of attendees
- security
- set up of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - seating
  - tables
- style of service
- styling of the venue
- technical equipment
- theming
- timing of service.

Options and ideas may relate to:

- additional technical services
- different approaches to use of space
- incorporating theming
- refining or adjusting catering options
- styling the venue
- using additional parts of the venue.

Event documentation may include:

- access and security details
- booking conditions
- car parking facilities
- confirmation letters
- contracts
- floor plans
- invoices
- menus
- safety information.

Event components may include:

- accommodation
- contract staff
- entertainment
- decorations
- floral products
- food and beverage
- internal service staff
- interpreters
- security
- speakers

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- technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling.

Venue departments may include:

- environmental services
- exhibition operations
- food and beverage
- front of house
- kitchen operations
- linen services
- production services
- security
- technical services.

Operational documentation may include:

- briefing papers
- emergency phone contacts
- layout plan for venue or site
- program
- registration reports:
  - attendance lists per session, site, venue or table
  - name lists
  - special requests
- running sheet
- schedules
- service vouchers
- signage
- site maps.

Event briefings may:

- be:
  - face-to-face
  - in writing
  - on telephone
- involve clarification of:
  - access times for service personnel, client and attendees
  - client expectations
  - client role in event management
  - event program and scheduled time for activities
  - hierarchy of responsibility for instructions, controls

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and resolution of problems during event operation
- procedures for event staging
- regulatory compliance and roles and responsibilities of individual team members
- roles and responsibilities of internal staff, contractors and volunteers
- service expectations
- staffing rosters
- work health and safety.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT501 Develop conference programs

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT014A Develop conference programs. Minor changes to Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop conference programs that include a significant business component. It requires the application of detailed knowledge of conference formats and options as well as a sound understanding of learning and development issues that impact on program design.

Application of the Unit

Conferences are diverse in nature and occur in all industry contexts.

This unit applies to conference coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in conference venues, or in organisations that organise their own conferences.

More general conference organisation skills are found in business units such as BSBADM503A Plan and manage conferences.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish program requirements.	1.1 Analyse ***conference context***, ***scope and objectives*** in consultation with stakeholders to determine program parameters and balance. 1.2 Develop and agree on ***program requirements*** with relevant stakeholders. 1.3 Assess ***internal and external factors*** for impact on program design.
2. Design conference program.	2.1 Develop conference format within known budget, venue and staging constraints. 2.2 Research and analyse options for different program components and investigate ways to incorporate innovative approaches. 2.3 Identify and integrate use of appropriate ***technologies*** in program development. 2.4 Include activities that integrate ***learning and development principles*** appropriate to the target audience.
3. Finalise program details.	3.1 Create cohesive program by integrating program components. 3.2 Prepare realistic program cost estimates. 3.3 Present proposed conference program to appropriate stakeholders within required timeframe. 3.4 Negotiate program details with stakeholders and gain appropriate approvals. 3.5 Initiate actions for publication of conference program in the context of broader conference management plans.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to consult and reach agreement on program design with stakeholders
- critical thinking skills to analyse conference requirements and develop program options that best meet conference objectives
- initiative and enterprise skills to consider and incorporate innovative approaches to program design
- learning skills to develop and maintain knowledge of conference programming options
- literacy skills to:
  - research and interpret potentially wide-ranging and complex information sources about conference programming options
  - develop clear program documentation
- numeracy skills to work with conference scheduling and timing issues
- planning and organising skills to create cohesive conference programming and scheduling
- problem-solving skills to analyse and respond to potential risks and issues in program design.

Required knowledge

- needs of different conference market segments and relevant stakeholders:
  - associations
  - corporate
  - government
- conference session formats, and the features, advantages and disadvantages of different options
- current, emerging and innovative approaches to conference program design
- links between different conference program components and how these affect program design:
  - breaks
  - business program:
    - plenary
    - break-outs
  - catering
  - links with other parallel events
  - pre and post-touring elements
  - social program
- scheduling options and issues for conferences of varying durations
- options for conference staging, including:
  - key staging components
  - room layouts
  - current technologies
- educational, learning and development principles:
  - learning principles for different groups

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- varying learning styles
- features of learning materials
- features of academic abstracts and how these are used.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- design cohesive and practical conference programs that meet overall objectives, audience needs and program budgetary guidelines
- design multiple and diverse conference programs
- integrate knowledge of:
  - needs of different conference market segments
  - options available to conference organisers in terms of:
    - venues
    - staging
    - format
    - pre and post-touring components
  - learning and development principles.

Context of and specific resources for assessment

Assessment must ensure use of:

- industry-realistic conferences for which programs are developed. Conferences may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues where conferences are operated
- dedicated conference budgets
- current industry documentation and publications relating to conference venues
- stakeholders with whom the individual consults.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- evaluation of a project to develop a program for a conference
- use of case studies or projects to assess knowledge of programming for different types of conferences
- written or oral questioning to assess knowledge of conference programming formats and considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITTPPD401 Package tourism products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Conference context**, **scope and objectives may relate to:

- delegates:
  - numbers
  - origin
  - profile
- host organisation:
  - development needs
  - objectives
  - profile
- industry context:
  - development needs
  - current issues of concern
- practical issues:
  - dates
  - duration
  - location.

Program requirements may relate to:

- balance of social and business program
- duration
- learning and development focus
- speakers and facilitators.

Internal and external factors may include:

- current and emerging industry trends

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	• emerging research • speaker or facilitator availability • venue-related issues.
Technologies may relate to:	• delivery of program information • remote conferencing options • social media • venue requirements • ways to enhance presentations.
Learning and development principles may relate to:	• action and experiential learning • instructional design • interpretive techniques • learning styles of particular groups • principles of adult learning.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT502 Select event venues and sites

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT012A Select event venues and sites. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and select venues or sites for events. It requires the ability to analyse event plans to determine venue or site requirements, develop selection specifications, assess, choose and contract venues or sites.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine venue or site requirements.	1.1 Review and analyse ***event*** proposal or plan and determine ***overall venue or site requirements***. 1.2 Develop and document detailed and accurate ***venue or site specifications*** to facilitate the research and selection process. 1.3 Integrate the needs of all ***stakeholders*** into venue or site specifications.
2. Source event venues and sites.	2.1 Research potential venues and sites using appropriate ***information sources*** and ***research methods***. 2.2 Assess the suitability of venues and sites against requirements outlined in venue specifications. 2.3 Evaluate capacity to deliver a range of quality outcomes through discussions with venue and site personnel. 2.4 Identify ***risk***, ***regulatory and sustainability issues*** associated with venues and sites and evaluate during selection process. 2.5 Provide clear and accurate briefings on venue or site options to stakeholders, include recommendations and gain approvals.
3. Confirm venue or site bookings.	3.1 Make written bookings for venues or sites when selection process is finalised. 3.2 Review and sign venue or site contracts within appropriate timeframes and within scope of individual responsibility. 3.3 Integrate venue or site issues into event management plans.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed questioning to:

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  - consult with venue or site personnel on capacity to meet event requirements
  - provide clear and accurate stakeholder briefings on venue or site options
- critical thinking skills to:
  - analyse event staging plans and determine venue or site requirements
  - evaluate a range of venue or site options against complex specifications and make substantiated selection
- learning skills to seek and assimilate new knowledge of event venues and sites
- literacy skills to:
  - read and interpret complex event plans and product and service specifications for venues and sites
  - research, collate and analyse information on new venue and site options
  - write detailed and accurate venue or site specifications
- numeracy skills to determine a range of spatial venue or site specifications including:
  - attendee capacity
  - size of assembly, storage and maintenance areas for event staging items
  - size and capacity of various areas for seating, stands and on-site registration
- planning and organising skills to access and collate all information required for venue or site selection and to source and select venues or sites within designated deadlines
- problem-solving skills to anticipate and analyse risks associated with venues or sites and to resolve with risk management plans or abandon options before selection
- self-management skills to take responsibility for all processes involved in sourcing and selecting venues or sites for events
- teamwork skills to integrate the needs of all stakeholders when defining venue or site specifications and to consult with them during the selection process
- technology skills to use calculators, computers, printers, word processing and spread sheet software packages.

Required knowledge

- operational and venue requirements for different types of events
- sources of information on event venues or sites for a broad range of event types
- key features of event venues or sites, especially those in the local area, and their capacity to service different types of events including venues for:
  - exhibitions, expositions and fairs
  - festivals
  - meetings and conventions
  - social functions
- event staging products and services offered by event venues or sites and their suitability for particular event types
- risk and regulatory issues associated with different types of venues and sites and methods of managing these
- social and environmental sustainability issues associated with different venues and sites including:

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  - water and energy use
  - waste
  - local community rights during operation of events
  - maintenance of natural and cultural integrity
- operational structures within venues and sites, including relevant personnel, organisational relationships and reporting structures
- a range of formats for, inclusions and uses of:
  - venue or site specifications for the staging of events
  - venue or site contracts.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- research and select appropriate venues and sites for events involving:
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans
  - multiple operational components
  - an event operations team
  - a wide range of stakeholders
- develop selection specifications, assess and choose venues or sites for multiple and diverse events
- integrate knowledge of:
  - key features of event venues or sites, especially those in the local area, and their capacity to service different types of events
  - key features and functions of event staging products and services offered by event venues or sites and their suitability for particular event types
  - formats for and inclusions of venue or site specifications for the staging of events
- source and select venues or sites within commercial time constraints and event deadlines.

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Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which event venues and sites are selected. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- event stakeholders with whom the individual consults
- venue personnel with whom the individual liaises during the selection process
- comprehensive event plans
- dedicated event budgets
- current and comprehensive event venue or site information:
  - product information within sales kits, brochures, product manuals, supplier information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
- industry current template venue or site specifications for the staging of events.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies that allow the individual to analyse event plans and determine venue or site requirements for multiple and diverse events
- evaluation of venue or site specifications developed by the individual
- review of a comprehensive portfolio prepared by the individual that documents the entire venue selection process including notes on the event plan, draft and final venue specification, notes on discussions with venue personnel, issues taken into account when assessing various venues to meet event requirements and rationale for the final selection
- written or oral questioning to assess knowledge of:
  - key features of event venues or sites and their capacity to service different types of events

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- key features and functions of event staging products and services offered by event venues or sites and their suitability for particular event types
- formats for and inclusions of venue or site specifications for the staging of events

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBWRT401A Write complex documents
- SITXEVT504 Organise event infrastructure
- SITXGLC501 Research and comply with regulatory requirements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing
- meetings and conventions
- social
- sports.

Overall venue or site requirements may relate to:

- attendee profile
- budget
- estimated attendee numbers
- event theme and image
- facilities and services to be provided
- location
- multiple:
  - sites in one location

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- venues at one site.

Venue or site specifications may include requirements for:

- access and timing for set-up and break-down
- access times for service personnel, client and attendees
- accommodation
- cost
- crowd control
- ease of access for attendees
- dates available
- facilities for the use of event operator personnel
- food and beverage
- location
- multiple:
  - sites in one location
  - venues at one site
- on–site management
- on-site registration facilities
- quality of service and service style
- security
- set up and capacity of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - seating
  - tables
- size and attendee capacity of:
  - site
  - venues
- size and availability of assembly, storage and maintenance areas for event staging items
- staffing:
  - contractors
  - venue staff
- storage facilities
- technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction

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- venue styling
- touring the event
- transportation
- waste management.

Stakeholders may include:

- attendees, delegates, guests or participants including those with disabilities
- clients
- colleagues
- contractors and suppliers
- emergency services
- host organisation
- sponsors
- state, territory and local government regulatory authorities
- volunteers.

Information sources may include:

- convention and visitor bureaus
- destination brochures
- land management and protection agencies
- local, regional or state cultural, tourism and sporting organisations
- the Internet
- trade journals
- venue publications and directories.

Research methods may include:

- calling for tenders
- conducting desk research
- inspecting venues or sites
- using own event industry networks.

Risk, ***regulatory and sustainability issues*** may relate to:

- access complications
- liquor licensing
- minimisation of environmental impacts on the site
- number of contractors to be coordinated
- physical constraints
- safety issues
- security issues
- social and environmental sustainability credentials of venues or sites
- venue or site appeal for intended audience
- waste management.

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Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT503 Manage event staging components

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT013A Manage event staging. Title changed for clarification. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse event staging requirements and organise and monitor different staging services and products. It requires the ability to use advanced planning, organisation and communication skills combined with a detailed knowledge of the event management process and broad understanding of specialist component services.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit does not cover the high levels of technical expertise required to provide individual specialist services, including catering, technical, creative and sporting. The unit is also distinct from staging specialisation units that apply to staging technicians and stage managers in the entertainment industry.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse staging requirements.	1.1 Analyse event staging requirements based on detailed review of the proposed event. 1.2 Develop an accurate summary of staging requirements for each event component in consultation with ***key stakeholders***. 1.3 Develop a work schedule to address staging requirements identifying key activities, interrelationships and timelines. 1.4 Incorporate regulatory, safety, risk and sustainability issues into planning processes.
2. Source and organise staging contractors.	2.1 Identify and source contractors according to work schedule. 2.2 Provide accurate and complete staging ***specifications*** detailing contractor requirements. 2.3 Obtain complete and timely quotations for the provision of products and services. 2.4 Evaluate quotations against specifications and other relevant quality criteria. 2.5 Conduct negotiations and select contractors using product and service knowledge to make informed decisions. 2.6 Confirm agreements with contractors in writing to include details and costs of all services.
3. Monitor staging preparations.	3.1 Monitor event preparations through ongoing liaison with contractors and other stakeholders. 3.2 Evaluate work completed against event requirements and schedules, and take appropriate action to address delays or other problems. 3.3 Assess the need for ***staging adjustments*** to maintain event

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	quality and integrity. 3.4 Negotiate and confirm required changes.
4. Evaluate staging components.	4.1 Obtain feedback from stakeholders according to predetermined ***evaluation criteria***. 4.2 Evaluate staging components in terms of operational efficiency and service quality. 4.3 Use information to enhance future event planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to:
  - conduct negotiations for the supply of products and services
  - manage relationships with staging contractors
- critical thinking skills to analyse complex event requirements and make assessments about most appropriate staging options
- learning skills to maintain and expand knowledge of staging services
- initiative and enterprise skills to pro-actively identify potential for innovative approaches
- literacy skills to:
  - interpret complex event documentation
  - develop contractor specifications
- numeracy skills to:
  - evaluate event budgets
  - assess contractor quotations and negotiate costs
- planning and organising skills to:
  - organise and monitor event requirements across multiple areas of staging
  - integrate potentially competing operational and management requirements
- problem-solving skills to:
  - monitor progress and develop responses to potentially complex operational problems
- self-management skills to take responsibility for the complete contractor management process.

Required knowledge

- roles and responsibilities of organisations involved in event staging
- suppliers of staging products and services
- sources of information on staging services and products
- product and service terminology, features and options, current technology and risk considerations in key areas of staging, including:

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- catering
- displays, stands and signage
- exhibitor services
- security
- talent:
  - entertainers
  - speakers
- technical equipment and services:
  - audio-visual
  - lighting
  - sets
  - sound
  - stage design
  - rigging
  - special effects
- venue or site requirements:
  - furniture
  - layouts for different event types
  - registration areas and equipment
  - styling
- regulatory considerations for organising event staging:
  - contractor licensing
  - food safety
  - safety
- sustainability considerations for organising event staging:
  - types of products used
  - credentials of contractors
- typical problems that occur in event contractor management, and ways to avoid or manage these
- key inclusions for contractor briefing and specification documents.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- manage staging requirements for events involving:
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans
  - multiple operational components
  - an event operations team
  - a wide range of stakeholders
- source, organise and coordinate staging contractors for multiple and diverse events
- liaise with contractors and other stakeholders during the event organisation process
- integrate knowledge of:
  - event staging products and services
  - requirements for contractor briefing and specification documents.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which staging is organised. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- comprehensive event plans
- dedicated event budgets for diverse event components
- formal communications plans
- current industry documentation and publications relating to staging products and services
- multiple contractors with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the staging of an event managed by the individual through attendance at the event
- review of documentation used to manage staging contractors

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prepared by the individual
- questioning of contractors to assess the organisational skills of the individual
- use of case studies to assess ability to determine staging requirements for different events
- oral or written questioning to assess knowledge of key staging services and relevant terminology
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT502 Select event venues and sites
- SITXEVT504 Organise event infrastructure
- SITXEVT505 Manage on-site event operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key stakeholders may include:

- attendees:
  - audience
  - delegates
  - guests
  - participants
- clients
- contractors
- emergency services
- host organisation
- regulatory authorities
- sponsors
- suppliers.

Specifications may relate to:

- performance standards
- price
- sustainability
- technical specifications
- theme-related requirements

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	• timelines • regulatory requirements.
Staging adjustments may relate to:	• budget • capacity of supplier to deliver quality outcome • changes in numbers • unexpected difficulties with staging components.
Evaluation criteria may relate to:	• communication • contingency management • operational efficiency • profitability • resource efficiency • success in meeting event objectives • stakeholder feedback.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT504 Organise event infrastructure

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT016B Organise and monitor event infrastructure. Simplified title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise event infrastructure and facilities, where these do not already exist at a venue or site. The unit focuses only on the additional knowledge and skills required in this context. The unit SITXEVT503 Manage event staging components covers the coordination of all other event products and services.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse infrastructure requirements.	1.1 Evaluate ***infrastructure and facility requirements*** based on detailed review of the proposed ***event*** and ***venue***. 1.2 Liaise with ***relevant authorities*** at the commencement of the event management cycle and integrate regulatory requirements into the planning process. 1.3 Develop an accurate summary of infrastructure requirements for each event component in consultation with ***key stakeholders***. 1.4 Develop a work schedule to address staging requirements identifying key activities, interrelationships and timelines. 1.5 Incorporate risk and sustainability issues into planning processes.
2. Source and organise infrastructure requirements.	2.1 Identify and source infrastructure and facilities contractors according to work schedule. 2.2 Provide accurate and complete specifications to contractors about infrastructure requirements. 2.3 Obtain complete and timely quotations for the provision of products and services. 2.4 Evaluate quotations against specifications and other relevant quality criteria. 2.5 Involve relevant authorities in the planning process by providing relevant and timely information. 2.6 Confirm agreements with contractors in writing to include details and costs of all services.
3. Monitor event infrastructure.	3.1 Monitor event preparations through ongoing liaison with contractors and other stakeholders. 3.2 Evaluate work completed against event requirements and schedules, and take appropriate action to address delays or other problems. 3.3 Assess the need for staging adjustments to maintain event

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	quality and integrity. 3.4 Negotiate and confirm required changes.
4. Evaluate success of event infrastructure operations.	4.1 Obtain feedback from stakeholders according to predetermined ***evaluation criteria***. 4.2 Evaluate infrastructure arrangements in terms of operational efficiency and service quality. 4.3 Use information to enhance future event planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to:
  - conduct negotiations for the supply of products and services
  - manage relationships with staging contractors and other stakeholders
- critical thinking skills to analyse complex event requirements and make assessments about most appropriate infrastructure options
- learning skills to maintain and expand knowledge of infrastructure options and services
- initiative and enterprise skills to pro-actively identify potential for innovative approaches
- literacy skills to:
  - interpret complex event documentation
  - develop contractor specifications
- numeracy skills to:
  - evaluate event budgets
  - assess contractor quotations and negotiate costs
- planning and organising skills to:
  - organise and monitor varying infrastructure requirements
  - integrate potentially competing operational and management requirements
- problem-solving skills to:
  - anticipate and analyse risks associated with event infrastructure
  - monitor progress and develop responses to potentially complex operational problems
- self-management skills to take responsibility for the complete process of organising infrastructure.

Required knowledge

- roles and responsibilities of organisations involved in staging of events
- infrastructure requirements for a range of event types, including suitability of infrastructure for different venues
- suppliers of event infrastructure and facilities

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- sources of information on infrastructure and facilities
- product and service terminology, features and options, current technology and risk considerations in key areas related to event infrastructure and facilities, including:
  - temporary water and power supply
  - portable and demountable toilets
  - temporary structures, including marquees and demountables
  - mobile catering outlets
  - waste disposal and recycling
- sustainability considerations when introducing event infrastructure and facilities to venues and sites:
  - community and cultural values
  - environmental impacts
- regulatory considerations associated with event infrastructure and facilities, including those related to:
  - builders
  - catering facilities
  - electricians
  - plumbers
  - local government noise regulations
  - special effects
  - waste management
- typical problems that occur in event contractor management, and ways to avoid or manage these
- key inclusions for contractor briefing and specification documents.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- organise infrastructure for events involving:
  - staging at a venue or site without existing infrastructure
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans

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- multiple operational components
- an event operations team
- a wide range of stakeholders

- organise infrastructure for multiple and diverse events
- liaise with contractors and other stakeholders during the event organisation process
- integrate knowledge of:
  - issues that impact on the organisation of events in venues without infrastructure, including:
    - range of options available
    - regulatory requirements
    - sustainability considerations.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which infrastructure is organised. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites that require infrastructure; these can be:
  - real event venues and sites
  - event venues and sites within a training organisation where real events are staged
- comprehensive event plans
- dedicated event budgets formal communications plans
- suppliers, local authorities and stakeholders with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of event infrastructure through attendance at an event managed by the individual
- review of documentation used to coordinate infrastructure prepared by the individual
- questioning of contractors to assess the organisational skills of the individual
- use of case studies to assess individual's ability to determine infrastructure requirements for different events
- written or oral questioning to assess individual's knowledge of infrastructure services and terminology
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT502 Select event venues and sites.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Infrastructure and facility requirements may include:

- emergency services:
  - first aid stations
  - police
- parking
- signage
- temporary structures:
  - access structures (disabled access)
  - accommodation
  - camping
  - catering
  - dining
  - marquees
  - scaffolding
  - tents
  - toilets
- utilities:
  - air conditioning or heating
  - power supply
  - waste disposal and recycling facilities
  - water supply.

Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing

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	• meetings and conventions • social • sports.
Venue may be:	• established event location • indoor • outdoor • untested event location.
Relevant authorities may include:	• emergency services • land management and protection authorities • local government • state or territory government.
Key stakeholders may include:	• business associations • clients • local businesses • local residents • organising committees • potential and actual attendees • sponsors.
Evaluation criteria may relate to:	• communication • contingency management • operational efficiency • profitability • resource efficiency • success in meeting event objectives • stakeholder feedback.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT505 Manage on-site event operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT017B Provide on-site event management services. New title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage on-site operational activities for the staging of events. It requires the ability to finalise operational plans, oversee event set up, execution and break down and evaluate the operational success of events.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event coordinators and managers as well as venue duty, front of house and operations managers who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations which organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Finalise event preparations.	1.1 Check final arrangements for ***event*** and address any discrepancies or outstanding matters. 1.2 Analyse event requirements and develop ***plans and procedures*** for event staging. 1.3 Prepare and collate ***operational documentation*** to facilitate effective on-site management and distribute to ***relevant personnel***. 1.4 Develop and provide ***event briefings*** to relevant personnel in advance of the event. 1.5 Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
2. Oversee event set up.	2.1 Establish on-site contact with ***contractors*** and reconfirm all requirements. 2.2 Assess all aspects of event set up against prearranged service agreements and check for safety and ease of attendee access. 2.3 Identify any ***deficiencies and discrepancies*** and take prompt action to resolve. 2.4 Conduct final briefing on event operational details including ***communication and control mechanisms***.
3. Monitor event operation.	3.1 Monitor event operation through observation and communication with relevant personnel to ensure effective delivery of services. 3.2 Identify and quickly evaluate operational problems as they arise and take prompt action to resolve. 3.3 Monitor compliance with environmental and social sustainability procedures to ensure minimal impacts. 3.4 Liaise with client throughout event to ensure satisfaction with service delivery and make necessary adjustments.
4. Oversee event break down.	4.1 Ensure ***event break down*** is completed according to agreements.

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	4.2 Check and sign invoices according to contractor agreements. 4.3 Debrief relevant personnel to improve future event service delivery.
5. Evaluate operational success of event.	5.1 Obtain feedback from customers and seek input from personnel and contractors on event operations. 5.2 Reflect on and evaluate operational problems. 5.3 Provide recommendations for improvements to future event management practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - provide clear and accurate verbal briefings to event team and contractors about operational details of event staging
  - liaise with clients to ensure satisfaction with service delivery
  - provide precise instructions to event team members and contractors throughout the operation of the event
  - negotiate solutions and provide clear instructions when problems arise
- critical thinking skills to:
  - analyse event requirements and develop plans and procedures to facilitate effective event staging
  - quickly evaluate problems as they arise and determine solutions
  - evaluate feedback from clients and event personnel and use to benefit future events
- literacy skills to:
  - read and interpret complex event planning documentation
  - write complex and detailed, yet easily accessible, event operational documents
- numeracy skills to:
  - interpret event budgets and event service agreement costings to ascertain correct on-site supply of contracted services
  - work quickly and accurately with budget figures to calculate effect on event profitability when resolving on-site problems
- planning and organising skills to collate event staging documentation and finalise all operational aspects of event within designated deadlines
- problem-solving skills to:
  - identify operational problems as they arise, make quick evaluations and resolve all issues immediately
  - negotiate solutions with clients, internal and external personnel under pressure where time constraints play a key factor

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- self-management skills to take responsibility for the finalisation of event plans and on-site coordination of the delivery of the event
- teamwork skills to:
  - lead a team of event staging personnel and external contractors to effectively deliver events
  - consult with team members and take account of suggested solutions to on-site staging problems
- technology skills to use calculators, computers, software programs and printers for processing event documentation and two-way communication equipment for on-site management.

Required knowledge

- characteristics of different types of events; their purpose, format and running order
- roles and responsibilities and hierarchy of controls and reporting, for event staging, of:
  - corporate clients
  - internal event team members, venue personnel and external contractors
  - on-site event manager
- features and functions of a range of two-way communication equipment used to facilitate communication between event personnel
- techniques for managing stress and time during operation of events
- key features and functions of event staging products and services including:
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent:
    - entertainers
    - speakers
  - technical equipment and services:
    - audio-visual
    - lighting
    - rigging
    - sets
    - sound
    - special effects
    - stage design
  - venue or site:
    - furniture
    - layouts
    - registration areas and equipment
    - styling

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- a range of styles for setting up venue rooms and their different purposes including:
  - banquet
  - classroom
  - conference
  - theatre
  - u shape
- a range of formats for, inclusions and uses of:
  - operational plans and procedures used to manage on-site event logistics
  - event documentation issued to operational personnel and contractors including, briefing papers, running sheets for delivery of event, registration reports and layout plan for venue or site
  - event service agreements
- key environmental and social impacts of event delivery and minimal impact procedures to reduce these including issues surrounding:
  - lifestyle of neighbouring residents
  - maintenance of natural and cultural integrity
  - recycling and disposal of all waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set up, operation and break down.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- manage on-site event operations for events involving:
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans
  - multiple operational components
  - an event operations team
  - a wide range of stakeholders
- efficiently manage on-site operations of multiple and diverse events including overseeing event set up, operation and break down

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- develop accurate and comprehensive plans, procedures and operational documentation for staging events
- integrate knowledge of:
  - purpose, format and running order for different types of events
  - key features and functions of event staging products and services
  - roles and responsibilities of different personnel in event staging
  - formats for and inclusions of event documentation
- manage on-site events in live time where commercially realistic time pressures and constraints play a key factor.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which on-site event operations are managed. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- customers with whom the individual can interact
- internal event team members, venue personnel and external contractors with whom the individual can interact
- computers, software programs and printers currently used by the events industry to prepare event documentation
- two-way communication equipment for on-site management
- comprehensive event plans
- dedicated event budgets
- industry current template documents:
  - documents used to manage on-site event logistics including plans, procedures briefing papers, running sheets event, registration reports and layout plans for venues or sites
  - event service agreements.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual:

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- providing pre-event briefing to event personnel
- interacting with internal venue staff and external contractors to facilitate effective event delivery

- evaluation of the operational efficiency and service quality at an event site-managed by the individual
- evaluation of reports prepared by the individual on the on-site event management process, including the issues and challenges associated with delivering effective outcomes
- review of documents prepared by the individual:
  - operational plans and procedures used to manage on-site event logistics
  - briefing papers and running sheets for delivery of event
- case studies and problem-solving exercises to allow the individual to analyse and respond to different staging deficiencies and discrepancies
- written or oral questioning to assess knowledge of:
  - purpose, format and running order for different types of events
  - key features and functions of event staging products and services
  - roles and responsibilities of different personnel in the event staging process
  - formats for and inclusions of event documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- BSBWRT401A Write complex documents
- SITXCCS501 Manage quality customer service
- SITXMGT401 Monitor work operations
- SITXWHS301 Identify hazards, assess and control safety risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing
- meetings and conventions
- social
- sports.

Plans and procedures may be developed to manage:

- bump-in and bump-out of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - on-site registration area
  - seating
  - tables
  - technical equipment and services
  - venue styling
- communication channels with and between:
  - clients
  - event operational team
  - exhibitors
  - organising committee
  - sponsors
  - suppliers
  - volunteers
- crowd control
- hazard identification and risk assessment
- minimal impacts on lifestyle of local residents
- on-site registrations
- record keeping and reporting
- recycling and correct and environmentally sound disposal practices for waste
- regulatory requirements
- roles and responsibilities of internal staff, contractors and volunteers
- reporting structures for resolution of problems
- risk to and control measures for:
  - attendees
  - contract staff

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- local community
- personnel
- site and environment
- volunteers

- security
- storage facilities for client and outside contractors
- use of energy, water and other resources during event set up, operation and break down
- transportation and timelines
- work health and safety.

Operational documentation may include:

- briefing papers
- contact numbers for:
  - contractors
  - emergency services
- copies of agreements with:
  - contractors
  - clients
- event program and scheduled time for activities
- event orders
- itemised lists of resources, suppliers and costs
- layout plan for venue or site
- plans and procedures
- registration reports:
  - attendance lists per session, site, venue or table
  - name lists
  - special requests
- running sheet for delivery of event
- service vouchers
- signage
- site maps
- staffing rosters.

Relevant personnel may include:

- clients
- contractors
- event operational team
- exhibitors
- internal personnel
- merchandisers
- organising committee
- sponsors
- suppliers
- venue coordinators or duty managers

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- volunteers.

Event briefings may:

- be:
  - face-to-face
  - in writing
  - on telephone
- involve clarification of:
  - access times for service personnel, client and attendees
  - client expectations
  - client role in event management
  - event program and scheduled time for activities
  - hierarchy of responsibility for instructions, controls and resolution of problems during event operation
  - procedures for event staging
  - regulatory compliance and roles and responsibilities of individual team members
  - roles and responsibilities of internal staff, contractors and volunteers
  - service expectations
  - staffing rosters.

Contractors may include:

- caterers
- display suppliers
- entertainers
- food and beverage personnel
- florists
- equipment hire companies
- registration and ticket sales specialist companies
- security personnel
- speakers and facilitators
- suppliers of technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- venue coordinators or duty managers.

Deficiencies and discrepancies may include:

- client dissatisfaction
- delays
- faulty or unavailable technical equipment

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- inadequate supplies
- incorrect set up of:
  - client displays and livery
  - exhibitor or sponsor stands
  - merchandising stands
  - on-site registration area
  - seating
  - tables
  - technical equipment and services
  - venue styling
- inappropriate space for on-site registration areas
- inappropriate management of risk to personnel, participants and the site environment
- lack of equipment to manage displays and signage
- non-arrival of key talent or speakers
- non-compliance with environmental and social sustainability practices
- non-compliance with legislative requirements and local council requirements
- shortage of or incorrect food and beverage
- staff shortages.

Communication and control mechanisms may include:

- guidelines on hierarchy of control and reporting lines during the event
- operational procedures
- regularity of updates to:
  - clients
  - event managers.

Event break down may involve:

- correct removal of infrastructure and facilities to ensure site is left in good condition
- debriefing participants, exhibitors and contractors
- directing event team member participation
- liaising with venue and site personnel
- overseeing recycling and environmentally sound disposal of waste
- packing and removing items.

Unit Sector(s)

Cross-Sector

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Competency Field

Events

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SITXEVT601 Research event trends and practice

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT006A Research and evaluate event industry trends and practices. Simplified title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate event practice at a strategic level, and to use that research as a way of extending expertise in event management.

Application of the Unit

This unit applies to individuals managing events in any industry context. It is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research event ideas and management practice.	1.1 Assess and select ***research strategies*** for exploration of event ***ideas and concepts***. 1.2 Identify and explore potential ***new and alternative sources*** of information. 1.3 Research information on the history and evolution of the global event industry as a context for current work practice. 1.4 Identify and explore current, emerging and innovative ideas and management practice.
2. Evaluate information to inform work practice.	2.1 Analyse ways in which information may be used or adapted to current work practice. 2.2 Use information to generate discussion and ***critical analysis*** of event management practice and opportunities. 2.3 Develop ***positions and ideas*** from research and integrate into professional practice.
3. Extend event management skills and knowledge.	3.1 Investigate ***ways to extend and expand individual research*** to support professional practice and self development. 3.2 Proactively identify and use opportunities presented by research to extend and refine event management skills and knowledge. 3.3 Collaborate with other professionals on event management practice. 3.4 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve skills.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to collaborate with other professionals
- critical thinking skills to develop complex conceptual, technical or management positions and ideas
- initiative and enterprise skills to seek professional development opportunities
- learning and self-management skills to:
  - extend individual research capability through self-directed projects
  - pro-actively use opportunities to extend own skills and knowledge
- literacy skills to analyse varied information sources dealing with complex ideas and strategic management practice
- planning and organising skills to establish and undertake a research process.

Required knowledge

- research methodologies and options
- sources of event industry references, and broader references that may inform emerging and innovative practice in event management and operations
- current and emerging event industry trends across areas of event planning and management:
  - concept development
  - marketing
  - funding and financial models
  - operations
  - regulation
  - sustainability, including ISO20121 Event Sustainability Management Systems
  - evaluation
- evolution of the event industry, globally and within Australia
- event industry networks and professional development opportunities
- techniques and methods to generate new ideas and develop innovative approaches to work.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • research and evaluate event industry issues, trends and ideas

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	• develop positions, ideas and professional strategies that are grounded in research and reflection • identify and use opportunities to extend own professional event management practice.
Context of and specific resources for assessment	Assessment must ensure use of: • a current and varied range of general and specialised information sources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of research undertaken by the individual • oral or written questioning to assess depth and complexity of individual's event industry knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Research strategies may include:	• collaboration or engagement with others:
	  • academics
	  • industry groups
	  • mentors
	  • professional practitioners
	• desk research
	• formal study.

Event industry information, ***ideas and concepts*** may relate to:	• best practice examples
	• broader context for events:
	  • economic
	  • historical

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- philosophical
- political
- social

- operations
- management
- risk
- sustainability
- technology
- overall management practice.

New and alternative sources may include:

- theories of business and management practice
- work from other related areas of community or business activity, including:
  - artists and designers
  - photographers
  - historians
  - film makers
  - authors
  - entertainers.

Critical analysis may include:

- adapting
- analysing
- challenging
- comparing and contrasting:
  - ideals with practice
  - beliefs
  - interpretations
  - theories
- debate and discussion
- drawing links:
  - between research and own work
  - between seemingly disconnected ideas
- exploring:
  - assumptions
  - implications
- generating and assessing solutions
- reflecting.

Positions and ideas may include:

- adaptation of current practice
- specific operational innovations
- totally new approaches to work practice.

Ways to extend and expand individual research may involve:

- community engagement
- connecting to areas of research beyond the obvious

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- further study
- greater levels of specialisation and depth in research
- mentored reflection
- self analysis.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT602 Develop event concepts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but not equivalent to SITXEVT009A Develop event concepts. Re-written and based on BSBCRT501A Originate and develop concepts. Unit now more fully articulates the creative process of developing event concepts.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore and refine ideas for event concepts, and to progress those concepts to the point where they can be made operational.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors. Sometimes the concept development phase is undertaken in parallel with feasibility analysis or the event bidding process.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions.

They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit does not include the specialist concept development undertaken by experts such as writers, technical specialists or lighting, sound, exhibition, set or costume designers. Consultation with relevant experts, however, may be a key aspect of overall event concept development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate and explore needs and opportunities.	1.1 Research and evaluate existing ***information*** that informs new concept development. 1.2 Expand the potential of new ideas through ***exploration of opportunities beyond the obvious***. 1.3 Evaluate factors that impact event concept development. 1.4 Develop preliminary ideas on innovative and different ways to address needs and opportunities in consultation with relevant ***stakeholders***.
2. Develop a range of creative approaches.	2.1 Use ***creative thinking techniques*** to generate innovative and creative concepts. 2.2 Challenge, test and experiment with different concepts as part of a collaborative process. 2.3 Evaluate event concepts in terms of suitability for the target audience or purpose, feasibility and commercial potential. 2.4 Take account of regulatory, risk and sustainability considerations as concepts and ideas are developed. 2.5 Identify resources required to achieve desired outcomes. 2.6 Evaluate and select strategies for achieving desired outcomes. 2.7 Present proposed concepts in an appropriate format.
3. Refine concepts.	3.1 Ensure concept development process is open to ongoing refinement and testing. 3.2 Seek input and feedback on concepts from relevant stakeholders. 3.3 Seek specialist advice on creative and technical aspects of proposals as required.

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	3.4 Compare concepts with best practice examples of similar products, programs, processes or services. 3.5 Use ***creative and practical criteria*** to determine the advantages and disadvantages of different concepts. 3.6 Evaluate constraints on the realisation of concepts. 3.7 Refine proposals based on analysis and feedback.
4. Progress concepts to operational stage.	4.1 Verify the ***operational practicality and cohesiveness*** of the concept through consultation and analysis. 4.2 Develop ***implementation specifications*** from refined concepts. 4.3 Present specifications to relevant parties for approval, funding or approval. 4.4 Facilitate effective planning and implementation through timely provision of information on the concept relevant stakeholders. 4.5 Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult and liaise on potentially complex concepts and planning issues
  - engage in a collaborative process of ideas generation and refinement
- critical thinking skills to analyse, develop and refine complex information and ideas
- initiative and enterprise skills to develop innovative ideas for events
- literacy skills to analyse complex information from varied sources
- planning and organisational skills to:
  - integrate practical considerations into the concept development process
  - create implementation specifications for concepts
- numeracy skills to estimate costs and develop broad budgetary scenarios
- problem-solving skills to develop and adjust ideas in response to varied creative, management and operational challenges.

Required knowledge

- techniques for exploring, generating and testing creative ideas, and for translating these ideas into workable concepts
- internal and external factors that affect event concept development:
  - market factors:

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    - competitive environment
    - potential levels of participation and interest
    - media interest
  - operational considerations:
    - access
    - climate
    - regulatory requirements
    - risk
  - resource availability, constraints and potential:
    - human
    - physical
    - financial
  - sustainability
- different creative, promotional, technical and operational options to consider when developing an event concept
- key stakeholders for different types of event.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • engage in a creative process of concept generation and refinement • develop multiple event concepts, substantiated and supported with sufficient information to allow for implementation to occur • integrate knowledge of event planning and operations opportunities and constraints.
Context of and specific resources for assessment	Assessment must ensure use of: • other people with whom the individual can interact and collaborate.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of event concepts generated by the

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individual, and of the processes used to generate and test the ideas
- debate and discussion with the individual to assess knowledge of the operational context and the broader factors that impact on event concept development
- evaluation of presentation or 'pitch' made by the individual in relation to a particular concept
- use of case studies to develop concepts for different types of events
- oral or written questioning to assess knowledge of the range of key market factors and management issues to be considered in the concept development phase
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT603 Determine event feasibility.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- creative brief
- event objectives:
  - business
  - creative
  - educational
  - profile creation
  - community impact
  - participation or attendance
- event parameters:
  - date, time and duration
  - size and scope
  - location
  - resourcing

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- market research
- organisational vision
- personal vision.

Exploration of opportunities beyond the obvious may involve:

- challenging existing assumptions and preconceptions
- considering change to the way things are done
- exploring practice in a different industry context
- investigating new technologies
- making connections between seemingly unrelated activities.

Stakeholders may include:

- clients
- colleagues
- creative professionals
- entertainers
- event principal
- local authorities
- local community
- organising committees
- staging contractors.

Creative thinking techniques may include:

- brainstorming:
  - bulletin board
  - buzz session
  - computer-aided
  - sequencing
  - stop and go
- Edward de Bono's six thinking hats
- ego alter or heroes
- graphic organisers:
  - concept fans
  - visual maps
  - webbing
- lateral thinking games
- making associations
- mind mapping
- morphological analysis
- sub-culture surfing
- trigger words
- use of metaphors and analogies
- vision circles
- word salads

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Creative and practical criteria may relate to:	• visualisation.
	• cost-effectiveness
	• competing priorities
	• 'fit' with:
	  • creative aspirations
	  • strategic directions of organisation
	  • target market needs
	• how innovative the concept is
	• risk benefit analysis
	• technical feasibility
	• time to realise the concept.

Operational practicality and cohesiveness may relate to:	• components of the event and how they fit together • managing risk • resource availability • scheduling • sustainability • time constraints • venue or site constraints.
Implementation specifications may include:	• briefs for work • concept specification • operational plan • resource breakdown • staging requirements.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT603 Determine event feasibility

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT007B Determine event feasibility. Minor changes to Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the viability of a proposed event, and to develop recommendations and models for its future planning and operation. It requires the ability to use advanced research, analytical and communication skills combined with a detailed knowledge of the event management process.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors. Event feasibility may be determined after or in parallel with the creation of the initial event concept.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions.

They may work in event management companies, in event venues, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse event context and rationale.	1.1 Confirm event rationale and objectives through consultation with ***key stakeholders*** and evaluation of ***event concept information***. 1.2 Determine the ***place of the proposed event*** in relation to other events and its economic, environmental and social sustainability. 1.3 Assess the marketability of the proposed event through research and consultation. 1.4 Evaluate ***internal and external factors*** that impact on the viability of the proposed event.
2. Assess resource requirements and opportunities.	2.1 Develop complete and realistic estimates of ***primary event costs*** based on breakdown of all event components. 2.2 Identify ***potential sources of revenue and other resources*** and develop realistic estimates. 2.3 Test and explore different resource scenarios with a range of possible event models.
3. Evaluate planning and operational requirements.	3.1 Analyse overall event ***planning and management requirements***. 3.2 Evaluate ***operational requirements for each event component***. 3.3 Identify ***compliance requirements*** and their impact on event management and operations. 3.4 Consider and develop opportunities to enhance sustainability.
4. Develop recommendations and models.	4.1 Develop positions and recommendations based on outcomes of analysis. 4.2 Develop planning, management and operational recommendations for the overall event and key event components. 4.3 Clearly articulate contingency planning requirements.

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4.4 Present accurate and complete income and expenditure estimates to inform future decision-making.

4.5 Offer different models and options, including clear details of benefits and risks of suggested models.

4.6 Present key stakeholders with feasibility outcomes in appropriate format.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult and liaise with stakeholders on strategic event management proposals and issues
- critical thinking skills to analyse complex information from varying sources and develop strategic positions and recommendations as a result of analysis
- initiative and enterprise skills to develop innovative models and recommendations for event management
- literacy skills to:
  - analyse complex event information
  - articulate complex arguments, scenarios and recommendations
- numeracy skills to estimate costs and develop different budgetary scenarios and models
- planning and organising skills to provide recommendations for cohesive event planning and management
- problem-solving skills to develop strategic positions and recommendations in response to complex event management and operational challenges.

Required knowledge

- features and formats or a wide range of event types
- internal and external factors that impact on event feasibility and affect its management and operation
- resource requirements for the overall staging of complex events, and for specific event components
- sources of potential revenue for different types of event
- sources of event industry references, and broader references that may inform emerging and innovative practice in event management and operations
- current and emerging event industry trends across all areas of planning, management and operations, including:
  - marketing trends
  - management models
  - opportunities offered by new technologies
  - sustainable event management

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- risk management considerations for event feasibility:
  - compliance
  - financial or commercial
  - operational
- options for the presentation of feasibility analysis results.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and present a detailed feasibility analysis that includes substantiated positions and recommendations for at least one event concept that involves the need for:
	  • comprehensive event plans
	  • dedicated event budgets
	  • formal communications plans
	  • multiple operational components
	  • an event operations team
	  • a wide range of stakeholders
	• integrate knowledge of:
	  • current and emerging event industry trends across areas of planning, management and operations
	  • internal and external factors that impact on event feasibility
	  • resource requirements for the overall staging of events, and for specific event components.

Context of and specific resources for assessment	Assessment must ensure use of: • a real event concept on which to base the feasibility analysis. Event concepts may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge • event stakeholders with whom the individual interacts • current industry data and information sources to inform the

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feasibility analysis.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of feasibility studies prepared by the individual
- oral or written questioning to assess depth of individual's event industry knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT602 Develop event concepts
- SITXEVT604 Develop and implement event management plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Key stakeholders may include:

- community groups
- host organisation
- industry bodies
- organising committees
- potential sponsors.

Event concept information may relate to:

- dates and times
- duration
- format
- management structures
- objectives
- proposed location or venue.

Place of the proposed event may relate to:

- community values
- economic objectives
- other events:
  - competing and complementary events
  - similar formats
  - similar objectives

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- philosophy of host organisation
- previous events or past practice
- supplementary events
- wider industry directions.

Internal and external factors may include:

- competitor activity
- industry context
- management structures
- organisation objectives
- resource constraints
- social, political or economic factors.

Primary event costs may include:

- catering
- collateral materials
- equipment
- marketing costs
- security
- staffing requirements
- transport
- venue.

Potential sources of revenue and other resources may include:

- community organisations
- general public
- government funding
- grants
- industry bodies
- participating organisations
- sponsors.

Planning and management requirements may relate to:

- administration
- marketing
- management structures, roles and responsibilities
- resources:
  - financial
  - human
  - physical
- sustainability
- technology.

Operational requirements for each event component may relate to:

- minimal impact practices for the construction, maintenance and disposal of event staging
- components paid and voluntary staff requirements
- specialist assistance
- staging requirements, including:
  - catering
  - equipment

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- infrastructure
- security
- transport.

Compliance requirements may relate to:

- environmental sustainability
- fundraising
- insurance
- licensing
- safety.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT604 Develop and implement event management plans

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess event planning requirements and respond with the development of detailed event plans. It requires the ability to monitor plans through to event execution and evaluation. Plans developed may be a single plan, or a series of interrelated plans that guide different aspects of event management.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Define planning requirements.	1.1 Analyse event information, scope and objectives to determine planning requirements. 1.2 Identify requirements for consultation and involvement of ***stakeholders*** in plan development. 1.3 Assess ***internal and external factors*** for impact on event plan. 1.4 Determine scope, nature and format of event plans.
2. Develop event plans.	2.1 Consult with stakeholders to facilitate input and effective event planning. 2.2 Identify risk, regulatory and sustainability issues and incorporate into plans. 2.3 Take account of interrelationships between different event components and their planning impact. 2.4 Integrate financial, human and physical resource specifications. 2.5 Develop ***systems and procedures*** to support the planned event. 2.6 Develop an internal and external communications strategy. 2.7 Negotiate and agree event plans with stakeholders. 2.8 Agree evaluation criteria for event success. 2.9 Finalise event plans clearly identifying priorities, timelines, and responsibilities.
3. Monitor event plans.	3.1 Implement and monitor activities according to agreed timelines. 3.2 Provide support and assistance to colleagues involved in implementing the plan. 3.3 Monitor implementation of integrated plans for multiple event components to ensure cohesive planning. 3.4 Assess and respond to the need for adjustments to plans, systems and procedures. 3.5 Provide progress and other reports according to event requirements.
4. Evaluate event and event plans.	4.1 Obtain feedback from stakeholders according to predetermined ***evaluation criteria***. 4.2 Evaluate event for operational service efficiency, quality and

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achievement of objectives.

4.3 Review and assess the effectiveness of event plans in delivering outcomes and identify deficiencies.

4.4 Use information to enhance future event planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to elicit diverse stakeholder input to complex event plans and negotiate agreements
- critical thinking skills to:
  - analyse complex event information to determine planning requirements
  - develop practical and operationally sound event plans and management responses
- literacy skills to:
  - interpret complex and varied event information from diverse sources
  - write complex event plans and performance measurement documents to facilitate event planning and evaluation
- numeracy skills to interpret event budgets for diverse components and develop resource specifications within budgetary parameters
- planning and organising skills to collect information from diverse sources, establish integrated event plans and regularly monitor event planning activities
- problem-solving skills to address a broad range of operational issues at a management level
- teamwork skills to consult with stakeholders and incorporate their views to develop effective event plans.

Required knowledge

- sources of information that inform event plan development including:
  - event concepts
  - feasibility analysis
  - initial budget
  - proposals or bids
  - sources of revenue
- internal and external factors and their impacts on event plans
- key event planning concepts:
  - steps in the planning process
  - technologies that support effective event planning
  - methods for developing and managing integrated plans for multiple event components
  - communication strategies between stakeholders

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  - stakeholder involvement and approval processes
  - plan formats and inclusions for different aspects of event management:
    - catering
    - human resources
    - regulatory compliance
    - risk management
    - safety and security
    - sponsorship
    - talent
    - technical equipment and services
    - venues or sites
- evaluation and performance measurement systems for events:
  - formats and systems
  - qualitative and quantitative evaluation criteria
  - ways to evaluate achievement of criteria
- sustainability considerations and ways of enhancing event sustainability:
  - environmental:
    - resource conservation
    - waste management
  - social:
    - community impacts
    - community involvement
- issues that arise in the implementation of event plans, and strategies to address these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and implement plans for multiple and diverse events involving:
	  • dedicated event budgets
	  • multiple operational components
	  • an event operations team
	  • a wide range of stakeholders
	• liaise with event stakeholders during the planning process

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- integrate knowledge of:
  - key planning concepts, techniques and steps in the planning process
  - event plan formats and inclusions
  - event performance measurement systems
  - risk, regulatory and sustainability issues associated with staging events and methods of managing these.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual events for which plans are developed and implemented. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge. Events can be operated in:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities where real events are staged
- information to inform event plan development including dedicated event budgets and concept documents
- stakeholders with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of event plans prepared by the individual
- review of event evaluations prepared by the individual
- evaluation of reports prepared by the individual detailing the plan, how the planning process was undertaken, the ways in which implementation and evaluation of the plan and event operation were carried out and the lessons learned to inform future event planning
- use of case studies that allow the individual to analyse event information and determine the scope, nature and format required for plans
- problem-solving exercises to allow the individual to respond to the need for plan adjustments
- written or oral questioning to assess knowledge of:
  - key planning concepts and techniques
  - risk, regulatory and sustainability issues and methods of managing these
- review of portfolios of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT602 Develop event concepts.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:

- community agencies
- customer or client
- event management committee
- external contractors
- host organisation
- internal personnel
- government departments or statutory authorities
- local businesses
- media
- sponsors.

Internal and external factors may include:

- availability of external resources
- capacity of organisation to manage the event
- competing and complementary events
- economic climate
- sponsor requirements
- regulatory requirements:
  - licensing
  - safety
  - security
- risk management
- sustainability considerations:
  - environmental
  - financial
  - social
- venue capacity issues.

Systems and procedures may relate

- communication:

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to:	• lines of reporting • meeting schedules • protocols • documentation • management structures • resources: • financial • human • physical.
Evaluation criteria may relate to:	• communication • contingency management • operational efficiency • profitability • resource efficiency • success in meeting event objectives • stakeholder feedback.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT605 Develop event transport plans

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT018B Develop a transport strategy for an event. Simplified title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse event transport needs and develop appropriate plans and procedures for transporting people to, from and between event venues. It requires the ability to use critical thinking, planning and organisational skills, combined with a knowledge of transport management issues and options.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit may have particular application in the transport industry, where transport companies may be called upon to work on the development of an event transport strategy. However, the unit does not cover the specialist skills required to manage and monitor large transport fleets, as these roles are undertaken by people working as transport specialists.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse transport needs.	1.1 Determine ***event*** transport needs based on analysis of ***key event information***. 1.2 Identify and assess transport needs of different ***event stakeholders***, including those with special needs. 1.3 Assess need for assistance from transport specialists or involvement of ***authorities*** in the transport planning process.
2. Develop transport strategies.	2.1 Identify and analyse ***transport options and resources*** in consultation with relevant suppliers. 2.2 Assess ***transport issues and risks*** presented by event location and geography. 2.3 Analyse and respond to compliance requirements. 2.4 Analyse and incorporate transport issues and risks into transport strategy development. 2.5 Evaluate and respond to ***broader event management constraints and issues*** as they relate to event transport. 2.6 Consult with event stakeholders about transport strategies at appropriate times prior to the event. 2.7 Develop ***evaluation criteria*** for the transport strategy in consultation with stakeholders.
3. Develop transport operational plan.	3.1 Develop and document ***transport procedures*** for event components, including ***contingency procedures***. 3.2 Determine and document internal and external ***resource requirements*** to maximise efficient use, cost effectiveness and profitability. 3.3 Identify critical tasks and allocate responsibilities and

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	timelines. 3.4 Develop contractor specifications as required. 3.5 Obtain approval for plan from relevant stakeholders. 3.6 Provide ***operational information*** to staff and other stakeholders.
4. Evaluate transport strategies.	4.1 Evaluate efficiency and effectiveness of the transport strategy based on agreed evaluation criteria. 4.2 Incorporate outcomes of evaluation into future planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with diverse stakeholders on complex management and operational issues
- critical thinking skills to:
  - analyse complex event information to determine nature of transport requirements
  - develop practical and operationally sound event transport solutions
- literacy skills to:
  - interpret complex event documentation
  - develop plans and operational documents for the management of event transport
- numeracy skills to work with event budgets
- planning and organisational skills to develop cohesive operational plans and procedures
- problem-solving skills to anticipate and respond to potential transport risks and problems with effective strategies and procedures.

Required knowledge

- role of transport planning in the overall context of event management
- types of events that require the development of dedicated transport strategies
- sources of specialist assistance for complex transport planning
- transport alternatives for consideration in the planning process:
  - private
  - public
  - air, land and sea
- legislation, regulations and industry codes that affect transport planning
- transport strategy resource requirements:
  - financial
  - human
  - physical

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- issues and risks associated with event transport:
  - access
  - availability of services
  - congestion
  - distance
  - sustainability considerations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop transport plans for events involving:
	  • comprehensive event plans
	  • dedicated event budgets
	  • formal communications plans
	  • multiple operational components
	  • an event operations team
	  • a wide range of stakeholders
	• analyse event transport needs and develop resource and cost efficient strategies and operational plans for multiple and diverse events
	• integrate knowledge of:
	  • transport alternatives
	  • legislation, regulations and industry codes that affect transport planning
	  • transport strategy resource requirements
	  • issues and risks associated with event transport.

Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated events for which transport plans are developed. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge

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- comprehensive event plans
- dedicated event budgets
- formal communications plans
- current industry documentation and publications relating to transport options
- event stakeholders with whom the individual consults.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of event transport strategies and operational plans prepared by the individual
- use of case studies to assess individual's ability to develop transport strategies for a range of different events
- written or oral questioning to assess detailed knowledge of different event transport issues and options
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Events may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing
- meetings and conventions
- social
- sports.

Key event information may relate to:

- dates and times
- duration

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- management structures
- general nature of event
- level of government involvement
- location
- number and type of activities
- numbers attending
- scope of physical staging elements.

Event stakeholders may include:

- attendees:
  - audience
  - competitors
  - delegates
  - participants
  - spectators
  - VIPs
- authorities:
  - emergency services
  - local government
  - roads authorities
- media
- officials
- organising committees
- staff:
  - paid
  - voluntary.

Authorities may include:

- emergency services
- land management and protection agencies
- government:
  - local
  - state
- industry bodies.

Transport options and resources may include:

- private transport system, including:
  - airlines
  - coach services
  - taxis
  - hire cars, minibuses and limousines
  - private vehicles
  - charter services
  - dedicated disabled transport, including taxis and buses
  - animal transport

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	• public transport system, including:
	  • trains
	  • bus network
	  • ferries
	  • light rail and trams.

Transport issues and risks may relate to:	• access:
	  • road surface
	  • terrain
	• availability of services
	• communication considerations:
	  • mobiles
	  • radios
	  • walkie talkies
	• congestion:
	  • pedestrian
	  • traffic
	• distance:
	  • between event venues
	  • between event venues and other facilities such as accommodation and service centres
	• environmental sensitivity
	• location type:
	  • major metropolitan
	  • regional
	  • country
	  • remote
	• security:
	  • access restrictions
	  • accreditation
	  • threats
	• signage.

Broader event management constraints and issues may include:	• overall event management structures • specific event objectives • budget • human resources • other staging requirements • factors external to the event, such as other events • requirements to manage minimal impact to the natural environment of access to and the site itself.
Evaluation criteria may relate to:	• attendance targets

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- efficient use of combined transport options to maximise profitability for the event operator
- environmental targets
- financial targets
- service quality
- time targets for movement of people and equipment.

Transport procedures may relate to:

- adequate provision for buses
- adequate provision for disabled people
- arrival of clients – dump or trickle
- communication
- contingency and backup options
- emergency services presence and access
- human resource requirements:
  - drivers
  - guides
  - marshals
  - site supervisors
- parking
- pick-up and drop-off
- security
- timetabling
- training requirements
- vehicle refuelling.

Contingency procedures may relate to:

- breakdown
- delays:
  - internal
  - external
- illness
- weather.

Resource requirements may be:

- financial
- human:
  - drivers
  - guides
  - interpreters
  - marshals
  - on-site supervisors
  - volunteers
- physical:
  - equipment
  - signage
  - vehicles

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	• vessels.

Operational information may include:	• contingency procedures
	• emergency information
	• event information:
	  • rosters
	  • running sheets
	  • schedules
	• maps and other geographical information:
	  • route maps between venues and sites
	  • information for venues, sites and local area.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT606 Develop crowd management plans

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT011A Develop crowd control plans and procedures. Simplified title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop plans and procedures for the admittance, seating and dispersal of crowds to ensure the safety, security and well-being of personnel and participants. It requires the ability to use critical thinking, planning and organisational skills, combined with a detailed knowledge of risk management issues, crowd control techniques and relevant emergency procedures.

Application of the Unit

This unit applies to individuals responsible for the development of plans and procedures for the management of large crowds in any industry or community context, including events.

This unit applies to managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

The unit does not cover the specialised operational crowd management skills required by police or other security experts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse risks associated with large crowds.	1.1 Identify and evaluate ***crowd management*** regulatory constraints and requirements. 1.2 Identify and analyse ***general risks*** associated with gathering of large crowds. 1.3 Identify and analyse current and emerging ***situation-specific risks*** and assess for their impact on planning. 1.4 Inspect, or organise inspection of, ***venue*** and facilities to ensure regulatory compliance and facilitate risk assessment. 1.5 Assess need for specialised security assistance or involvement of ***authorities*** in crowd management.
2. Develop crowd management strategies.	2.1 Establish maximum limits for admission based on analysis of risks and venue. 2.2 Estimate expected crowd numbers based on historical data and current trends or attendance information. 2.3 Consult with relevant stakeholders on crowd management approaches. 2.4 Develop approaches that minimise identified risks. 2.5 Evaluate and respond to ***broader management constraints and issues***. 2.6 Develop ***evaluation criteria*** for crowd management strategies in consultation with stakeholders.
3. Develop crowd management operational plan.	3.1 Develop and document ***crowd management procedures***, including ***contingency procedures***. 3.2 Determine and document resource requirements for crowd management. 3.3 Identify critical tasks and allocate responsibilities and timelines. 3.4 Develop contractor specifications as required. 3.5 Obtain approval for plan from relevant stakeholders.

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	3.6 Provide ***operational information*** to staff and other stakeholders.
4. Develop emergency crowd management procedures.	4.1 Develop and document procedures for managing crowds in ***emergency situations*** in consultation with relevant stakeholders. 4.2 Identify and document safety needs of special populations in emergency situations. 4.3 Implement and accurately document required practice drills.
5. Evaluate crowd management plans and procedures.	5.1 Evaluate effectiveness of crowd management, based on agreed evaluation criteria. 5.2 Incorporate outcomes of evaluation into future planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with diverse stakeholders on management and operational issues
- critical thinking skills to:
  - analyse risks associated with large crowds
  - develop appropriate crowd management strategies and procedures
- literacy skills to:
  - interpret complex information from diverse sources
  - develop plans and operational documents explaining crowd control strategies and procedures
- numeracy skills to work with concepts around capacity
- planning and organisational skills to develop cohesive operational plans and procedures
- problem-solving skills to anticipate and respond to potential crowd control risks and problems with effective strategies and procedures.

Required knowledge

- types of situations that require specific crowd control planning
- sources of specialist assistance in relation to crowd management and the role and scope of security services
- legislation, regulation and industry codes that affect crowd management:
  - duty of care
  - emergency procedures
  - first aid
  - professional indemnity

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    - public liability
    - work health and safety
- risk management issues associated with gathering of large crowds and ways to manage these:
    - access
    - accident
    - congestion and overcrowding
    - crowd stress
    - fire
- resource requirements for crowd management:
    - financial
    - human
    - physical:
        - equipment for controlling access
        - security technologies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• analyse crowd risks and develop plans and procedures for crowd management in multiple and diverse contexts
	• determine and organise appropriate resources to address emergency situations
	• integrate knowledge of:
	  • legislation, regulations and industry codes that affect crowd management
	  • risk management issues associated with gathering of large crowds
	  • resource requirements for crowd management.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated event or workplace operation for which crowd management plans can be developed • venues and sites at which crowd management would

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be required; these can be:
  - industry venues and sites
  - venues and sites within a training organisation
- current legal and other operational information on which to base crowd management planning
- stakeholders with whom the individual can interact as part of the planning process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of crowd management plans and procedures developed by the individual
- use of case studies to assess individual's ability to develop crowd management approaches for a range of different events or workplace situations
- written or oral questioning to assess detailed knowledge of risks and factors influencing crowd management planning
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Crowd management may be required for:

- events, including:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing

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- meetings and conventions
- social
- sports
- ongoing business operations:
  - attractions
  - performance venues.

General risks may relate to:

- access
- accident
- congestion:
  - people
  - traffic
- crowd stress:
  - anxiety
  - asthma
  - fainting
  - mob behaviour
  - panic attacks
- fire
- overcrowding.

Situation-specific risks may relate to:

- event duration and its impact on crowd behaviour
- nature of audience, e.g. youth or elderly people
- nature of event, e.g. intensity and impact on crowd
- special needs of audience, attendees and participants
- timing, in regard to factors such as weather considerations
- venue constraints and capacity.

Venue may be indoor or outdoor and may include:

- aquatic environments
- arenas
- attractions and theme parks
- gymnasiums
- hotels
- open spaces
- restaurants
- sports grounds
- stadia
- streets
- theatres.

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Authorities may include:

- emergency services
- local government
- other industry bodies, including certifying bodies
- state government.

Broader management constraints and issues may include:

- budget
- factors external to the event
- human resources
- other staging requirements
- overall event management structures
- specific event objectives.

Evaluation criteria may relate to:

- absence of crowd incidents
- speed and efficiency of crowd movements.

Crowd management procedures may relate to:

- access:
  - aisles
  - barrier control
  - exits
  - restricted areas
  - special population needs
- communication methods and protocols
- emergency procedures:
  - first aid stations
  - evacuation
- human resources:
  - location
  - numbers
  - rostering
- staging set up.

Contingency procedures may relate to:

- adverse weather
- drug or alcohol-affected clients
- equipment breakdown
- event staff sickness
- potential changes in crowd behaviour.

Operational information may include:

- contingency procedures
- emergency information:
  - evacuation procedures
  - emergency contacts
- event or program information:
  - rosters
  - running sheets

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	• schedules
	• venue or site information:
	  • maps
	  • traffic routes.

Emergency situations may include situations related to:	• alcohol • terrorist or other threats • chemical leak or spill • drugs • natural events • equipment failure • fire • illegal entry • medical emergency • riot • stage failure.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT607 Develop multi-venue event plans

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXEVT019A Manage multi-venue events. More accurate title. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit deals with the performance outcomes, skills and knowledge required to address the particular issues that apply to events that operate across a number of venues. It requires the ability to use significant analytical and management skills, combined with a strong understanding of event management operational issues. The unit focuses only on the additional knowledge and skills required in the context of cross-venue event operations.

Application of the Unit

Events are diverse in nature and this unit is relevant to any type of event coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions. They may work in event management companies, or in organisations that organise their own events.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct multi-venue selection process.	1.1 Identify parameters for venue selection based on ***event*** requirements. 1.2 Incorporate multi-venue considerations into the venue or site selection process. 1.3 Determine best combination of venues to meet event needs.
2. Analyse multi-venue planning and management implications.	2.1 Determine potential impact of multi-venue operations through analysis of event requirements. 2.2 Analyse risks associated with multi-venue events. 2.3 Assess and respond to ***geographical factors*** arising from multi-venue operations. 2.4 Assess ***inter-venue communication*** needs and determine most appropriate forms of communication. 2.5 Evaluate need for consistency across venues and develop guidelines in consultation with venue personnel. 2.6 Integrate multi-venue considerations into broader event management structures and processes.
3. Develop operational plan to address multi-venue issues.	3.1 Develop and document ***multi-venue operational procedures***, including contingency procedures. 3.2 Identify critical tasks and allocate responsibilities and timelines. 3.3 Obtain approval for plan from relevant stakeholders. 3.4 Provide ***operational information*** to staff, venues and other stakeholders.
4. Evaluate success of multi-venue operations.	4.1 Obtain feedback from stakeholders according to predetermined ***evaluation criteria***. 4.2 Evaluate multi-venue operations in terms of operational efficiency and service quality. 4.3 Use information to enhance future event planning.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to:
  - consult with stakeholders on complex management and operational requirements
  - manage relationships and negotiations with venue stakeholders
- critical thinking skills to analyse complex information from varying sources and develop operational strategies and procedures in response
- learning skills to evaluate and reflect on potential improvements for future event planning
- literacy skills to:
  - interpret complex event documentation
  - develop clear operational procedures for event personnel across multiple venues
- numeracy skills to assess budgetary impacts of multi-venue operations
- planning and organising skills to:
  - manage information from multiple sources
  - develop cohesive strategies and procedures for smooth operation of multi-venue events
- problem-solving skills to anticipate and address management and operational issues across multiple venues.

Required knowledge

- types of events that require the use of multiple venues
- implications of multi-event operations and ways to address these:
  - communication
  - management structures
  - operational complexities
  - resources:
    - financial
    - human
    - physical
  - safety
- inter-venue communication options, including relevant technologies to suit particular event requirements
- risk management issues associated with the use of multiple venues for an event:
  - communication issues
  - contractor management
  - consistency of presentation and standards
  - crowd control
  - delays
  - security complications

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- additional resource and staging requirements of a multi-venue event.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- develop operational plans for multi-venue events involving:
  - comprehensive event plans
  - dedicated event budgets
  - formal communications plans
  - multiple operational components
  - an event operations team
  - a wide range of stakeholders
- develop plans for multiple and diverse multi-venue events
- liaise with event stakeholders during the planning process
- select an appropriate set of venues for a multi-venue event
- integrate knowledge of:
  - implications of multi-event operations and ways to address these
  - inter-venue communication options
  - risk management issues associated with the use of multiple venues for an event.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual multi-venue events for which plans are developed. Events may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing an individual's skills and knowledge
- multiple venues and sites where events are operated; these can be:
  - real event venues and sites
  - event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference

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rooms, restaurants and sporting facilities where real events are staged
- comprehensive event plans
- dedicated event budgets
- formal communications plans
- current industry documentation and publications relating to venues and sites
- venue personnel whom operational and communication strategies and procedures can be established
- event stakeholders with whom the individual consults.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of plans and procedures developed by the individual to address multi-venue operations
- use of case studies to assess individual's ability to address multi-venue considerations for a range of different events
- written or oral questioning to assess detailed knowledge of the operational issues to be addressed for a multi-venue event
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT502 Select event venues and sites
- SITXEVT503 Manage event staging components.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Event may include:

- business and corporate
- entertainment and leisure
- exhibitions, expositions and fairs
- festivals
- fundraising
- government and civic
- marketing

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- meetings and conventions
- social
- sports.

Geographical factors may include:

- distance
- terrain
- traffic routes
- transport requirements:
  - event specific
  - public
  - private.

Inter-venue communication may involve:

- computer networks
- telephone systems
- two-way radios
- video links or videoconferencing.

Multi-venue operational procedures may relate to:

- communication protocols
- consistency of presentation
- information provision
- key personnel in each venue
- management structures
- pick up and drop off routes
- transport scheduling.

Operational information may include:

- contingency procedures
- emergency information
- event information:
  - rosters
  - running sheets
  - schedules across venues
- maps and other geographical information:
  - route maps between venues and sites
  - information for venues, sites and local area
- venue information.

Evaluation criteria may relate to:

- communication
- contingency management
- operational efficiency
- profitability
- resource efficiency
- success in meeting event objectives
- stakeholder feedback.

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Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT608 Plan and allocate exhibition space

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but not equivalent to SITXEVT015B Manage exhibitions. Previously a large unit that described many processes for exhibition planning. Unit has been split into two. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish exhibition floor plans and allocate exhibitor and service space. It requires the ability to liaise closely with exhibition stakeholders to determine operational requirements and meet exhibitor and consumer expectations.

Application of the Unit

Exhibitions are diverse in nature and this unit is relevant to any type of exhibition coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

Exhibitions are events that bring any type of sellers and buyers together. They could be trade or consumer focussed, and may be stand-alone exhibitions or a component of other events such as fairs, expos, conferences and festivals.

This unit applies to exhibition managers who operate with significant autonomy and who are responsible for making a range of strategic exhibition management decisions. They may work in exhibition management companies, in event venues or for organisations such as industry bodies that stage exhibitions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify purpose and scope of the exhibition.	1.1 Consult with ***stakeholders*** to clarify exhibition purpose and ***objectives***. 1.2 Liaise with stakeholders to determine specific ***operational requirements*** for exhibition. 1.3 Develop overall format in consultation with stakeholders.
2. Establish exhibition floor plans.	2.1 Assess physical characteristics of exhibition space and capacity to meet requirements. 2.2 Assess ***safety***, ***security and environmental risks*** for impacts on exhibition floor plan. 2.3 Plan exhibition layout to maximise exhibitor space and profitability. 2.4 Incorporate a range of exhibitor formats and sizes to meet different exhibitor requirements. 2.5 Allocate space for ***ancillary services*** and resolve conflicting demands for exhibition space. 2.6 Organise development of accurate and complete floor plans.
3. Allocate exhibitor space.	3.1 Consult with stakeholders and establish and document ***criteria for the allocation of space*** according to exhibition objectives. 3.2 Liaise with stakeholders to allocate space according to agreed criteria. 3.3 Identify ***buyer and seller interaction requirements*** when allocating space. 3.4 Resolve conflicting demands for exhibitor space according to ***profile of exhibitor***.
4. Evaluate	4.1 Obtain feedback from exhibitors and stakeholders according to

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operational success of exhibition.	predetermined ***evaluation criteria***. 4.2 Seek input from personnel and contractors on exhibition operations. 4.3 Reflect on and evaluate operational problems. 4.4 Use all information to enhance future exhibition planning activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult, liaise and negotiate with a wide range of stakeholders on complex planning and operational issues
- critical thinking skills to evaluate operational requirements for exhibitions
- initiative and enterprise skills to identify exhibition profit expectations and establish floor plans which maximise profitability
- literacy skills to:
  - read and interpret complex exhibition planning documents
  - write criteria for the allocation of exhibitor space
- numeracy skills to calculate complex spatial designs for exhibitor formats and sizes
- planning and organising skills to access and collate all information required to establish floor plans and to allocate space within designated deadlines
- problem-solving skills to:
  - assess safety, security and environmental risks and plan layouts to minimise these
  - identify and resolve conflicting demands for exhibitor space
- teamwork skills to:
  - integrate the needs of all stakeholders when establishing floor plans
  - consult on the allocation of exhibitor space
  - seek feedback from personnel and contractors on exhibition operations.

Required knowledge

- characteristics of different types of exhibitions; their purpose and objectives
- roles, responsibilities and hierarchy of control of different stakeholders in the exhibition planning process
- spatial design techniques for maximising exhibitor space and profitability
- safety, security and environmental risks and methods of managing these when designing exhibition floor plans
- buyer and seller interaction formats and methods to incorporate requirements into exhibition floor plans
- a range of formats for and inclusions of:

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  - criteria for the allocation of exhibitor space
  - floor plans
- for the specific industry sector:
  - overall exhibition layout themes and schemas
  - exhibitor formats and sizes to meet different exhibitor requirements
  - key features and functions of ancillary exhibition services operated at exhibition venues
- profiles for exhibitors involved in the specific exhibition
- environmentally sound disposal methods for all types of waste and in particular for recycling high levels of paper based resources associated with exhibitions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan and allocate exhibition space for exhibitions involving:
  - comprehensive exhibition plans
  - dedicated exhibition budgets
  - formal communications plans
  - multiple operational components
  - an exhibition operations team
  - a wide range of stakeholders
- establish exhibition floor plans and allocate exhibitor and service space for multiple and diverse exhibitions
- liaise closely with exhibition stakeholders throughout the planning process
- integrate knowledge of:
  - characteristics of, purpose and objectives for different types of exhibitions
  - spatial design techniques for maximising exhibitor space and profitability
  - exhibitor formats and sizes to meet different exhibitor requirements
  - key features and functions of ancillary exhibition services operated at exhibition venues

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- plan and allocate exhibition space within commercial time constraints and exhibition deadlines.

Context of and specific resources for assessment

Assessment must ensure use of:

- actual exhibitions for which space is planned and allocated. Exhibitions may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance.
- venues and sites where exhibitions are staged; these can be:
  - real exhibition venues and sites
  - exhibition venues and sites operated within a training organisation where real exhibitions are staged
- exhibition stakeholders with whom the individual consults
- comprehensive exhibition plans
- dedicated exhibition budgets
- exhibitor profiles
- current and comprehensive exhibition venue information:
  - product information within sales kits, brochures, product manuals, supplier information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
- accurate and complete exhibition floor plans for venues and sites.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual liaising with exhibition stakeholders to plan and allocate space
- case studies that allow the individual to analyse operational requirements and plan layouts for multiple and diverse exhibitions
- evaluation of exhibition floor plans developed by the individual
- review of a comprehensive portfolio prepared by the individual that documents the entire planning process for exhibition layouts including notes on discussions with stakeholders, notes on the exhibition purpose and objectives, evaluation of operational requirements, issues taken into account when assessing safety, security and environmental risks, draft and final floor plan and rationale for the final layout
- problem-solving exercises to allow the individual to analyse and respond to conflicting demands for exhibitor space
- written or oral questioning to assess knowledge of:
  - characteristics of, purpose and objectives for different types

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of exhibitions
- spatial design techniques for maximising exhibitor space and profitability
- exhibitor formats and sizes to meet different exhibitor requirements
- key features and functions of ancillary exhibition services operated at exhibition venues

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example:

- SITXEVT502 Select event venues and sites
- SITXEVT606 Develop crowd management plans
- SITXWHS301 Identify hazards, assess and control safety risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:

- corporate clients
- exhibition or event management companies
- industry associations
- media organisations
- organising committees
- seller representatives.

Objectives may relate to:

- dollar value of business completed
- exposure of:
  - industry
  - product
  - sponsor
- industry education
- product sales
- media coverage
- numbers and ratios of buyers and sellers
- profile of buyers and sellers:
  - generalist

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- large
- small
- specialist.

Operational requirements may relate to:

- entertainment
- crowd control
- food and beverage outlets
- format, style and duration of exhibition
- infrastructure
- exhibition program
- expectations for:
  - attendance
  - exhibitor take-up
- minimum and maximum numbers of exhibitors
- on-site registration of attendees
- security
- size and set up of:
  - client displays and livery
  - exhibitor stands
  - merchandising stands
  - sponsor stands
  - seating
  - tables
- technical equipment and services:
  - audio-visual
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling.

Safety, ***security and environmental risks*** may relate to:

- access limitations
- crowd control
- food safety requirements
- lifestyle of neighbouring residents
- negative environmental impacts due to:
  - inefficient use of energy, water and other resources during exhibition set-up, operation and break-down
  - overcrowding of site
  - unsafe disposal of all waste, especially hazardous substances
- noise
- overcrowding of exhibition stands and customer traffic

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	areas • protection from weather • technical issues, including cabling and power sources • theft.

Ancillary services may be:	• attendee seating for consumption of food and beverage
	• business and communication hubs:
	  • access to the Internet
	  • computers
	  • printers
	• entertainment stages
	• food and beverage outlets
	• food storage and preparation areas
	• media areas
	• meeting rooms
	• on-site registration or ticketing area
	• staff facilities
	• storage
	• toilet facilities
	• waste disposal and recycling.

Criteria for the allocation of space may involve:	• consumer demand for exhibitor products and services
	• exhibition themes
	• exhibitor or sponsor participation level, gold, silver, bronze etc
	• proximity of:
	  • equipment required by different exhibitors
	  • exhibitors in direct competition
	• required balance and variety of exhibitors
	• size of products to be exhibited.

Buyer and seller interaction requirements may be:	• free flow • prearranged appointments • scheduled presentations and promotions.
Profile of exhibitor may involve:	• exhibitor or sponsor participation level, gold, silver, bronze etc • number of exhibition areas or stands purchased by exhibitor • participation costs, at different levels • previous performance data.
Evaluation criteria may relate to:	• effective use of resources to minimise waste and environmental impacts • exhibitor, buyer and sponsor success • number of attending buyers

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- operational efficiency
- success in meeting exhibition objectives
- profitability of the exhibition
- venue service levels.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXEVT609 Recruit and manage exhibitors

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but not equivalent to SITXEVT015B Manage exhibitions. Previously a large unit that described many processes for exhibition planning. Unit has been split into two. Re-worked Elements, Performance Criteria, Required skills and Required knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit and work with exhibitors during the planning, staging and follow up phases of an exhibition.

Application of the Unit

Exhibitions are diverse in nature and this unit is relevant to any type of exhibition coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

Exhibitions are events that bring any type of sellers and buyers together. They could be trade or consumer focussed, and may be stand-alone exhibitions or a component of other events such as fairs, expos, conferences and festivals.

This unit applies to exhibition managers who operate with significant autonomy and who are responsible for making a range of strategic exhibition management decisions. They may work in exhibition management companies, in event venues or for organisations such as industry bodies that stage exhibitions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm exhibition scope and format.	1.1 Assess proposed exhibition concept to determine planning and operational requirements. 1.2 Consult with key ***stakeholders*** about ***exhibition objectives***. 1.3 Develop overall format in consultation with stakeholders. 1.4 Develop a work schedule to address exhibitor recruitment and management requirements identifying key activities, interrelationships and timelines.
2. Establish format for buyer and seller interaction.	2.1 Determine most appropriate ***format for buyer and seller interaction*** based on analysis of exhibition objectives, operational constraints and consultation with key stakeholders. 2.2 Establish and monitor procedures and systems for one to one appointment scheduling when required. 2.3 Ensure format, systems and procedures integrate well with other exhibition components and considerations through liaison with colleagues and stakeholders.
3. Recruit exhibitors.	3.1 Develop clear, professional and legally compliant exhibitor prospectus, including breakdown of costs, benefits and other relevant exhibitor information. 3.2 Distribute and present ***exhibitor prospectus*** according to agreed targets and marketing plan. 3.3 Maximise take-up of space and profitability through follow up promotion and negotiation as required. 3.4 Execute exhibitor contracts and agreements to include full details of commitments made by both parties.
4. Support	4.1 Provide or organise ***exhibitor support services***.

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exhibitors.	4.2 Develop and distribute accurate and complete ***exhibitor kits*** at appropriate time. 4.3 Provide or organise exhibitor operational support, including ***briefings and debriefings*** according to agreements. 4.4 Pro-actively liaise with exhibitors and identify and resolve issues as required. 4.5 Reduce negative environmental impacts through judicious use on printed materials.
5. Manage post exhibition activities.	5.1 Evaluate effectiveness of buyer and seller interactions based on agreed ***evaluation criteria***. 5.2 Follow up with exhibitors according to agreements, and seek feedback on exhibition operation. 5.3 Incorporate outcomes of evaluation into future exhibition planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult, liaise and negotiate with exhibitors and other stakeholders on complex planning and operational issues
- critical thinking skills to evaluate options and develop preferred approaches to exhibition formats
- literacy skills to:
  - interpret and develop complex and varied exhibition management documentation
  - develop cohesive and complex exhibitor documentation
- numeracy skills to work with budgets and concepts around scheduling and physical space
- planning and organising skills to establish and manage cohesive operational procedures and systems
- problem-solving skills to:
  - anticipate and respond to operational challenges when designing exhibition formats
  - take responsibility for resolving exhibitor problems during the exhibition.

Required knowledge

- characteristics of different types of exhibitions, their purposes and objectives
- roles, responsibilities, interrelationships and hierarchy of control of different stakeholders in exhibition planning and operation
- formats and options for bringing buyers and sellers together:
  - suitability of different formats for different types of exhibition
  - advantages and disadvantages of different formats

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    - exhibition layouts in the relevant industry context
- formats, features and inclusions for exhibitor documentation:
    - exhibitor prospectus
    - exhibitor kit
    - feedback documentation
- legal considerations for exhibitor recruitment and management:
    - consumer protection
    - public liability and duty of care
- risks, issues and challenges commonly encountered in exhibitor management and ways to avoid and manage these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- recruit and manage exhibitors for exhibitions involving:
    - comprehensive exhibition plans
    - dedicated budgets
    - formal communications plans
    - multiple operational components
    - an exhibition operations team
    - a wide range of stakeholders
- recruit and manage exhibitors for multiple and diverse exhibitions
- liaise with exhibitors and other stakeholders during the planning and operation of exhibitions
- integrate knowledge of:
    - characteristics of different types of exhibitions, their purposes and objectives
    - formats and options for bringing buyers and sellers together:
    - formats, features and inclusions for exhibitor documentation
    - risks, issues and challenges commonly encountered in exhibitor management and ways to avoid and manage these.

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Context of and specific resources for assessment	Assessment must ensure use of:
	• actual exhibitions for which exhibitors are recruited. Exhibitions may be created for the specific purpose of skills assessment, but must still meet the requirements outlined under Critical aspects of assessment, and have commercial, community or business relevance
	• venues and sites where exhibitions are staged; these can be:
	  • real exhibition venues and sites
	  • exhibition venues and sites operated within a training organisation where real exhibitions are staged
	• exhibition stakeholders with whom the individual consults
	• comprehensive exhibition plans
	• dedicated event budgets.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of exhibition documentation developed by the individual • questioning of exhibitors about their experience as a participant in the exhibition • use of case studies to assess individual's ability to develop approaches for a range of different exhibitions with varying exhibitor profiles • written or oral questioning to assess knowledge of exhibition formats, options and management challenges • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, organisation and job role, for example: • SITXEVT608 Plan and allocate exhibition space.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:	• artists

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- designers
- industry bodies
- organising committees
- seller representatives.

Exhibition objectives may relate to:

- dollar value of business completed
- industry education
- industry exposure
- media coverage
- numbers and ratios of buyers and sellers
- profile of buyers and sellers (e.g. balance between small and large, generalist and specialist, etc)
- sponsor exposure.

Format for buyer and seller interaction may be:

- appointments made during exhibition period
- combination of different formats
- free flow
- prearranged appointments
- scheduled presentations, including plenary, workshops and carousel.

Exhibitor prospectus may include information on:

- attendance:
  - expectations
  - profile
- endorsements and sponsorships
- features and benefits
- format
- marketing initiatives
- participation costs, at different levels
- previous performance data
- sample layouts and floor plans
- support services:
  - accommodation
  - technology
  - travel
- venue:
  - exhibition layouts
  - general information.

Exhibitor support services may include:

- accommodation
- answering general enquiries
- assistance with additional promotions
- providing updated information
- travel.

Exhibitor kits may include

- access

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information on:	• arrangements • delivery details • floor plans • sponsors • technical services • times and schedules • travel arrangements • venues.

Briefings and debriefings may include:	• emergency procedures
	• exhibition information
	• maps:
	  • location
	  • venue
	• support materials.

Evaluation criteria may relate to:	• exhibitor, buyer and sponsor feedback • number of attending buyers • operational efficiency • profitability • venue service levels.

Unit Sector(s)

Cross-Sector

Competency Field

Events

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SITXFIN201 Process financial transactions

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN001A Process financial transactions.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to accept and process cash and other payments for products and services and to reconcile takings at the end of the service period or day.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

This unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a fundamental operational function and those people who work with very little independence under close supervision would also use this skill.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process customer payments.	1.1 Receive, check and record cash float. 1.2 Check customer payments against sale value. 1.3 Provide correct change for cash payments. 1.4 Process and record ***transactions*** according to ***organisational procedures***. 1.5 Prepare and issue accurate receipts including all relevant tax details. 1.6 Complete transactions using appropriate software applications. 1.7 Complete transactions within organisation speed and customer service requirements.
2. Reconcile takings.	2.1 Balance customer payments at the designated time according to organisational policy. 2.2 Separate cash floats from takings prior to balancing. 2.3 Determine point-of-sale records of customer payments. 2.4 Accurately count and calculate customer payments. 2.5 Balance cash and other payments with point-of-sale records. 2.6 Investigate or report discrepancies in the reconciliation. 2.7 Record takings according to organisational procedures. 2.8 Transport and secure cash floats, cash and other payments according to organisational ***security procedures***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss payments with customers and discrepancies with appropriate personnel
- literacy skills to:
  - read and interpret organisational procedures for processing financial transactions, cash float documentation, credit card and receipt details and reconciliation information

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    - write receipts and record reconciliations and basic reports about discrepancies
- numeracy skills to:
    - count cash floats
    - calculate and check the total customer payment required
    - tender correct change
    - check and issue accurate receipts including Goods and Services Tax (GST)
    - calculate total customer payments for the service period or day
    - complete reconciliations of takings against point-of-sale records
- planning and organising skills to process customer payments in a logical sequence and to complete reconciliations within designated timelines
- problem-solving skills to identify and investigate a range of routine reconciliation discrepancies
- technology skills to use point-of-sale equipment and software applications.

Required knowledge

- procedures for processing different types of transactions
- features and functions of point-of-sale software
- role and importance of the reconciliation process to organisational financial management system
- security procedures for transporting and securing cash floats, cash and other payments
- the application of GST to different products and services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • process multiple and varied transactions to address different types of customer payments • integrate knowledge of security and other procedures when processing financial transactions • process customer payments in a logical and fair sequence within customer time constraints so that all customers are served effectively • complete reconciliations within designated timelines.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or events

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	industry business operation where financial transactions are processed • point-of-sale equipment and software currently used by the tourism, hospitality and events industries to process and reconcile financial transactions • current commercial procedures and documentation for the processing of financial transactions • cash and other forms of payments • customers from whom the individual can take payments and with whom they can interact.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual processing financial transactions and reconciling takings • review of reconciliation documentation prepared by the individual • written or oral questioning to assess knowledge of security and other procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTSL303 Sell tourism products and services • SITXCCS302 Provide club reception services • SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Transactions may include:	• advance payments • cash • cheques • credit cards

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	• deposits • Electronic Funds Transfer at Point of Sale (EFTPOS) • foreign currency • petty cash for internal customers • refunds • travellers cheques • vouchers.
Organisational procedures for processing and recording financial transactions may involve:	• completing reconciliation records • complying with financial institution documents and procedures • designated times for completing reconciliations • handling customer claims of short change • how and where large sums of cash should be counted • maintaining low levels of cash in tills • management of petty cash • process for providing receipts and invoices to customers • process for taking cash from customers • securing credit card imprints • securing takings in the event of a hold-up.
Security procedures may relate to:	• obtaining receipts or sign off for takings handed over to financial personnel • separating and securing cash floats • transporting takings to back office areas and internal cashiers • transporting takings to the bank and obtaining receipts or sign off.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITXFIN401 Interpret financial information

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but not equivalent to SITXFIN003A Interpret financial information. Significant changes to Elements, Performance Criteria and Required Knowledge to refocus the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret financial information and reports used by organisations to monitor business performance and provide information on operational or departmental financial activities.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers. This unit does not include the skills required to produce reports for the overall operation of the department or whole organisation. This would be created by senior managers, financial specialists or accountants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and interpret financial information.	1.1 Identify and interpret the range of ***financial information*** and ***reports*** required for the organisation to monitor business performance. 1.2 Interpret financial information and reports applicable to operational or departmental activities.
2. Use and provide financial information.	2.1 Review financial information for impacts on operational activities and take action according to individual empowerment. 2.2 Routinely provide information on ***operational or departmental financial activities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret a wide range of financial documents
  - write explanatory notes to accompany financial information
- numeracy skills to interpret and use financial records and to calculate entries within financial reports
- planning and organising skills to prepare information within designated timelines
- problem-solving skills to identify and resolve financial reporting discrepancies
- technology skills to use accounting software packages.

Required knowledge

- for the specific industry sector and organisation:
  - financial terminology, including average spend, cover, wastage and nett costs
  - reporting periods, including different financial years observed by different businesses
  - the features and functions of accounting software programs used to manage financial operations
  - use of financial information and reports in monitoring overall business performance

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- key elements of financial record-keeping and key terminology, including:
  - ledgers, subsidiary ledgers and journals
  - transactions, receipts and disbursements
  - invoices, accounts payable, debtors and creditors
  - cash flow
- key elements of accounting and how it provides information for business management, including:
  - charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense
  - basic rules for double-entry accounting and the concept of debits and credits
  - accrual versus cash accounting
  - profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information
  - reconciliations, including purpose, different types of reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits on reconciliations
  - concept of costing, including fixed and variable costs
  - accounting for and reporting Goods and Services Tax (GST).

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret a diverse range of financial information and reports used to monitor overall business performance • provide financial information on operational or departmental financial activities • use correct financial terminology • integrate knowledge of the use of financial information and reports in monitoring overall business performance.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation or activity for which financial information can be interpreted • computers, printers and accounting software packages currently used by the tourism, hospitality and event

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	industries • financial data and reports.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • projects and activities that allow assessment of the individual's ability to interpret financial information and reports • review of information, prepared by the individual, on operational or departmental financial activities • written or oral questioning to assess knowledge of accounting concepts and terminology • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBPMG501A Manage projects • SITXFIN402 Manage finances within a budget • SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Financial information may include:	• account summaries and balances • balance sheets • bank deposit documentation • bank statements • banking summaries • business activity statements • cheque books • credit card transaction statements • invoices • journal entries • merchant statements • merchant summaries

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Reports may include those for:	• profit and loss statements • trial balance. • budgets • cash flow • covers • expenditure • labour and wages • occupancy rates • purchases • receivables • sales • stock • transactions • transactions exempted • units sold • variance • wastage.

Operational or departmental financial activities may relate to:	• average customer spend
	• daily, weekly and monthly transactions
	• departmental expenditure, including:
	  • labour
	  • stock purchased
	  • wastage
	• departmental income, including:
	  • covers and gross income
	  • commission earnings
	  • occupancy and gross income
	  • sales
	• outstanding accounts:
	  • payable
	  • receivable
	• quotations realised to sales
	• sales performance
	• stock levels
	• variance from budget.

Unit Sector(s)

Cross-Sector

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Competency Field

Finance

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SITXFIN402 Manage finances within a budget

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN004A Manage finances within a budget.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget. It requires the ability to interpret budgetary requirements, allocate resources, monitor actual income and expenditure and report on budgetary deviations.

The skills and knowledge for budget development are found in unit SITXFIN501 Prepare and monitor budgets.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors and the budget may be for an entire organisation, for a department or for a particular project or activity.

It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Allocate budget resources.	1.1 Allocate funds according to ***budget*** and agreed priorities. 1.2 Discuss changes to income and expenditure priorities with appropriate colleagues prior to implementation. 1.3 Consult with and inform all relevant personnel about resource decisions. 1.4 Promote awareness of the importance of budget control. 1.5 Maintain detailed records of resource allocation according to organisational control systems.
2. Monitor financial activities against budget.	2.1 Use ***financial records*** to regularly check actual income and expenditure against budgets. 2.2 Include financial commitments in all documentation to ensure accurate monitoring. 2.3 Identify and report deviations according to significance of deviation. 2.4 Investigate appropriate options for more effective management of deviations. 2.5 Advise ***appropriate colleagues*** of budget status in relation to targets.
3. Identify and evaluate options for improved budget performance.	3.1 Assess existing costs and resources and proactively identify areas for improvement. 3.2 Discuss desired budget outcomes with relevant colleagues. 3.3 Undertake appropriate ***research to investigate new approaches*** to budget management. 3.4 Define and communicate the benefits and disadvantages of new approaches. 3.5 Take account of impacts on customer service levels and colleagues in developing new approaches. 3.6 Present clear and logical recommendations for budget management.
4. Complete financial and statistical reports.	4.1 Complete ***financial and statistical reports*** within designated timelines. 4.2 Prepare and present clear and concise information to enable informed decision making.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss budget requirements and to seek and provide feedback
- critical thinking skills to analyse resource use and costs
- initiative and enterprise skills to proactively identify better resource usage and budgetary improvements
- literacy skills to:
  - read and interpret a wide range of business and financial documents
  - research options for more effective budgetary control
  - write budget reports and recommendations
- numeracy skills to interpret and use budget figures in day-to-day work operations, and to calculate budget estimates and scenarios for performance improvement
- planning and organising skills to produce budgetary reports within designated timelines
- problem-solving skills to identify budget deviations and deficiencies and develop options for improved budgetary performance
- self-management skills to take responsibility for budget management
- teamwork skills to discuss desired budget outcomes with team members and provide direction on resource usage
- technology skills to use accounting software packages.

Required knowledge

- a range of formats for, use and contents of:
  - budgets
  - financial reports
  - statistical reports
- budget terminology
- for the specific industry sector and organisation:
  - use of budgets to control costs and enhance profitability
  - importance of budget control
  - techniques for maximising budget performance
  - financial reporting procedures and cycles
  - features and functions of accounting software programs used to manage budgets.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and manage multiple budgets to meet specific and differing workplace needs • monitor income and expenditure and evaluate budgetary performance over a budgetary life-cycle • use correct budget terminology • integrate knowledge of the formats, use and contents of budgets, financial and statistical reports • complete financial reports within designated timelines.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation or activity for which budgets are managed • computers, printers and accounting software packages currently used by the tourism, hospitality and event industries • budgets for specific projects, events or operational activities.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects and activities that allow assessment of the individual's ability to:
	  • interpret and manage budgets; monitor income and expenditure
	  • produce financial and statistical reports
	  • report on overall budgetary performance
	• evaluation of reports produced by the individual detailing the processes undertaken to manage finances within a budget
	• written or oral questioning to assess knowledge of budget terminology, format and content
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBPMG501A Manage projects • SITXFIN401 Interpret financial information • SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Budget may include:	• budgets for micro, small, medium or large businesses • cash budgets • cash flow budgets • departmental budgets • event budgets • project budgets • purchasing budgets • sales budgets • wage budgets • whole of organisation budgets.
Financial records may include:	• bank deposit documentation • bank statements • banking summaries • business activity statements • cheque books • credit card transaction statements • invoices • journal entries • labour and wages reports • merchant statements • merchant summaries • transaction reports.
Appropriate colleagues may include:	• internal or external financial specialists • managers

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	• operational staff.
Research to investigate new approaches may include:	• discussions with existing suppliers • evaluating staffing and rostering requirements • potential roster changes • reviewing operating procedures • sourcing new suppliers.

Financial and statistical reports may relate to:	• cash flow
	• commercial account activity
	• commission earnings
	• covers and financial return
	• daily, weekly and monthly transactions
	• expenditure
	• income
	• occupancy rates and financial return
	• performance of:
	  • department
	  • project
	  • products and services
	• sales performance
	• sales returns
	• staff costs
	• stock levels
	• variance in income and/or expenditure
	• wastage
	• yield.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITXFIN501 Prepare and monitor budgets

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN005A Prepare and monitor budgets.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse financial and other business information to prepare and monitor budgets. It requires the ability to draft and negotiate budgets, identify deviations and manage the delivery of successful budgetary performance.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors and the budget may be for an entire organisation, for a department or for a particular project or activity.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of financial management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare budget information.	1.1 Determine and confirm scope and nature of required budgets. 1.2 Identify, access and interpret ***data and data sources*** required for ***budget*** preparation. 1.3 Analyse ***internal and external factors*** for potential impact on budget. 1.4 Provide opportunities for colleagues to contribute to the budget planning process.
2. Prepare budget.	2.1 Draft budget, based on analysis of all available information. 2.2 Estimate income and expenditure and support with valid, reliable and relevant information. 2.3 Reflect organisational objectives within the draft budget. 2.4 Assess and present options and recommendations in a clear format. 2.5 Circulate the draft budget to colleagues and managers for input.
3. Finalise budget.	3.1 Negotiate budget according to organisational policy and procedures. 3.2 Agree on and incorporate modifications. 3.3 Complete final budget in a clear format within designated timelines. 3.4 Inform colleagues of final budget decisions and their application within the relevant work area, including reporting and financial management responsibilities.
4. Monitor and review budget.	4.1 Regularly review budget to assess actual performance against estimated performance and prepare accurate ***financial reports***. 4.2 Incorporate all financial commitments into budget and all budget reports. 4.3 Investigate and take appropriate action on significant deviations. 4.4 Analyse changes in the internal and external environment and make necessary adjustments. 4.5 Collect and record relevant information to assist in future budget preparation.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise and negotiate with colleagues on potential complex and conflicting budget requirements
- critical thinking skills to analyse internal and external factors for potential impact on budget
- initiative and enterprise skills to draft budgets that meet organisational objectives
- literacy skills to:
  - read and interpret information that deals with complex ideas and concepts
  - research internal and external factors that may impact on budgetary performance
  - write complex budget reports and recommendations
- numeracy skills to interpret and analyse financial information, including forecasts and previous performance data, and to develop financial estimates and scenarios using complex calculations
- planning and organising skills to access and sort all information required for budget preparation and to coordinate a timely, efficient and consultative budget development process
- problem-solving skills to:
  - identify budgetary challenges and develop different options for their resolution
  - identify budget deviations and deficiencies and develop options for meeting budgetary requirements
- self-management skills to take responsibility for budget development
- teamwork skills to invite and coordinate the input of others in the organisation, and provide direction on budget management
- technology skills to use accounting software packages.

Required knowledge

- budget terminology
- for the specific industry sector and organisation:
  - role and nature of budgets
  - a range of budget formats, budget performance and financial reports
  - financial reporting procedures and cycles
  - features and functions of accounting software programs used to prepare and monitor budgets
- budget preparation and monitoring practices and techniques, including:
  - sources and contents of data required for budget preparation
  - techniques for making budget estimates
  - common reasons for deviations and budget deviation management.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare multiple budgets to meet specific and differing workplace needs • consult on budget components and monitor and review budgets against performance over a budgetary life cycle • analyse the factors that impact the budget • integrate knowledge of budget preparation and monitoring practices and techniques • complete draft and final budgets within designated timelines.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation or activity for which budgets are prepared • computers, printers and accounting software packages currently used by the tourism, hospitality and event industries • financial and operational data and reports used to prepare budgets for tourism, hospitality and event business activities • others with whom the individual can discuss, and negotiate draft and final budget components.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects and activities that allow assessment of the individual's ability to:
	  • prepare and monitor budgets
	  • produce reports evaluating actual performance against estimated performance
	  • produce financial reports related to the budgets
	• evaluation of reports produced by the individual detailing the processes undertaken to prepare a budget
	• direct observation of the individual negotiating the acceptance of a proposed budget

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- use of case studies and problem-solving activities about budget deviations and required actions
- written or oral questioning to assess knowledge of budget preparation and monitoring practices and techniques
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- BSBPMG501A Manage projects
- SITXFIN401 Interpret financial information
- SITXFIN402 Manage finances within a budget
- SITXFIN601 Manage physical assets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Data and data sources required for budget preparation may include:

- competitor research
- customer or supplier research
- declared commitments in areas of operation
- financial information from suppliers
- financial proposals from key stakeholders
- income and expenditure for previous time periods
- departmental, event or project budgets
- grant funding guidelines or limitations
- management policies and procedures
- organisational budget preparation guidelines
- performance information from previous periods.

Budget may include:

- budgets for micro, small, medium or large businesses
- cash budgets

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	• cash flow budgets • departmental budgets • event budgets • grant funding budgets • project budgets • sales budgets • wage budgets • whole of organisation budgets.
Internal and external factors that could impact on budget development may include:	• growth or decline in economic conditions • human resource requirements • new legislation or regulation • organisational and management restructures • organisational objectives • scope of the project • shift in market trends • significant price movement for certain commodities or items • supplier availability and cost.
Financial reports may include:	• annual general meeting reports • board reports • funding acquittals in relation to grants received • periodic reports showing budget versus year-to-date actuals and financial commitments • periodic sales reports • taxation commitments.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITXFIN601 Manage physical assets

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN007A Manage physical assets. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the physical assets of an organisation. It requires the ability to establish systems and practices for asset monitoring, maintenance and acquisition.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop practices for systematic maintenance, repair and purchase of physical assets.	1.1 Develop and maintain an accurate and current ***physical assets*** register. 1.2 Develop practices for managing physical assets that reflect overall ***business objectives***. 1.3 Establish and implement maintenance and repair regimes that minimise disruption and loss of revenue. 1.4 Integrate ***practices to support environmental sustainability*** into use of physical assets. 1.5 Evaluate current and potential financial ability to acquire physical assets.
2. Monitor the condition and performance of physical assets.	2.1 Establish and implement ***regular reporting practices*** to ensure the effective performance of physical assets. 2.2 Identify physical asset problems promptly and take appropriate action. 2.3 ***Assess*** long term physical asset performance. 2.4 Evaluate need for and access ***specialist assistance***.
3. Coordinate financing and purchase of physical assets.	3.1 Prepare accurate equipment ***specifications*** to guide the acquisition process. 3.2 Estimate acquisition costs based on evaluation of ***current, accurate and relevant data***. 3.3 Make decisions on the replacement and acquisition of physical assets. 3.4 Select ***methods of financing*** to meet current financial objectives. 3.5 Finance acquisitions in consultation with financial specialists. 3.6 Keep accurate records of all financial agreements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to discuss asset deficiencies with team members and to negotiate purchase and financial arrangements with suppliers
- critical thinking skills to evaluate current and future asset needs and financial ability to update physical assets
- initiative and enterprise skills to identify and analyse the utility of enhanced physical assets to improve business performance
- literacy skills to:
  - read and interpret complex product specifications and financial contracts
  - research new physical assets to enhance business performance
  - write detailed specifications for the supply of physical assets
- numeracy skills to analyse financial data and interpret estimates and financial agreements for physical asset acquisition
- planning and organising skills to manage maintenance and repair regimes and plan for the acquisition of assets
- problem-solving skills to identify physical asset problems and to resolve through maintenance or replacement
- self-management skills to take responsibility for the monitoring of physical asset quality, utility and acquisition
- teamwork skills to regularly discuss the condition and utility of physical assets with team members and take account of their feedback when making acquisitions.

Required knowledge

- types of physical assets required by tourism, hospitality and event organisations and the organisation in particular
- maintenance requirements for different types of physical assets
- a range of formats for and inclusions of asset registers
- features and benefits of different financing options for asset acquisition, including purchase, rent, lease and hire purchase
- depreciation that can be applied to different types of physical assets
- practices to support environmental sustainability using different types of physical assets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to: • plan for and manage the acquisition, maintenance and

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demonstrate competency in this unit	replacement of a diverse range of physical assets • monitor the utility of assets to meet business needs over a period of time • develop and maintain a current assets register • demonstrate knowledge of the features and benefits of different financing options for asset acquisition.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation for which physical assets are monitored and maintained • current commercial purchase specifications, supplier product and cost information and contractual documentation used for the purchase of assets • suppliers with whom the individual can interact and negotiate.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects, activities and case studies that allow assessment of the individual's ability to:
	  • manage physical assets for specific tourism, hospitality and event business environments
	  • develop and maintain a physical assets register
	  • evaluate the performance of physical assets and take actions to address deficiencies
	• written or oral questioning to assess knowledge of financing options
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITXFIN401 Interpret financial information • SITXFIN501 Prepare and monitor budgets • SITXMGT501 Establish and conduct business relationships.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Physical assets may include:

- buildings
- computer systems
- equipment fixtures, fittings and furniture contained within:
  - accommodation establishments
  - commercial kitchens
  - restaurants and bars
  - storage areas
  - tourism, hospitality and event offices
  - transportation depots
- gardens
- pools
- rides and games
- vehicles
- vessels.

Business objectives may include:

- profitability
- growth
- provision of quality products and services to customers
- adherence to:
  - codes of conduct
  - environmental sustainability philosophies and practices
  - industry accreditation schemes.

Practices to support environmental sustainability may include:

- effective use of consumables
- minimising waste
- regular maintenance to ensure efficiency of machinery
- systems to reduce resource use:
  - fuel
  - power
  - water.

Regular reporting practices may include a requirement for:

- formal and informal customer and staff feedback
- procedures to integrate day-to-day condition

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	reports
	• scheduled:
	  • internal or external inspections and audits
	  • management reports.

Assess may involve evaluation of:	• ability to meet business objectives • cost of maintenance over a period of time • customer and staff feedback • input from specialists • operational efficiency • safety.
Specialist assistance may involve:	• architects • builders • designers • electronic specialists • information technology suppliers • landscape architects • manufacturers • mechanics • tradespeople • vendors.

Specifications may include:	• budget parameters
	• environmental sustainability policies for the business
	• floor plans
	• numbers and types of required equipment fixtures, fittings and furniture
	• operational performance requirements:
	  • efficiency
	  • customer traffic
	  • staff usage
	• types of products and services offered by the business.

Current, accurate and relevant data used for estimating costs may include:	• current maintenance contracts • estimates and quotations from suppliers • previous contracts and costs • published or advertised prices.
Methods of financing may include:	• hire purchase • lease • purchase • rent.

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Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITXFIN602 Manage revenue

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comment
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to make, implement and monitor pricing decisions to maximise yield and business profitability.

Application of the Unit

The unit applies to supplier organisations in the tourism, travel and hospitality industries, in particular to the accommodation, tour operations and tour wholesaling sectors. It applies to senior personnel who work autonomously and are responsible for making strategic business decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse and forecast business activity.	1.1 Analyse existing performance data and budget targets. 1.2 Interrogate and compare sources of business activity from different distribution channels and market segments. 1.3 Evaluate external market factors, competitor activity and changing customer demand patterns. 1.4 Develop scenarios and forecasts around future business performance and revenues.
2. Make pricing decisions.	2.1 Confirm nett delivery costs, both fixed and variable. 2.2 Review and incorporate distributor commissions or mark ups. 2.3 Set standard and promotional rates for different times, trading periods and market segments based on analysis of forecasts and pricing options and optimum yield. 2.4 Assess the need for ***special conditions*** and apply as required. 2.5 Clearly and accurately document pricing structures and associated terms and conditions with consideration of consumer protection requirements.
3. Implement pricing decisions.	3.1 Communicate pricing initiatives to colleagues and to ***internal and external partners*** and distribution channels. 3.2 Establish mechanisms and collateral to support pricing decisions in different market segments.
4. Monitor pricing initiatives.	4.1 Monitor revenue results achieved through pricing and distribution initiatives on a timely basis. 4.2 Adjust initiatives based on results and broader business and market analysis. 4.3 Record performance data for future analysis.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to interrogate complex business information and develop business strategies in response
- initiative and enterprise skills to recognise or proactively seek new opportunities

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- literacy skills to:
  - interpret complex business performance information
- numeracy skills to:
  - analyse business performance data
  - calculate a range of different commission and mark-up structures
  - assess profitability scenarios
  - develop pricing structures
- planning and organising skills to coordinate timely analysis and decision-making
- problem-solving skills to develop strategic responses to business performance challenges
- technology skills to work with financial and forecasting models and online distribution channels.

Required knowledge

- key principles and terminology of revenue management:
  - dynamic and static pricing
  - matching supply and demand
  - shaping demand through price
  - perishability
  - responsiveness and timing
  - performance metrics
  - revenue generation index
  - market penetration index
- types of business performance data used in revenue management:
  - sources of business
  - financial reports
  - historical trends
  - market analysis
  - occupancy and load reports
  - no-show reports
  - supply and demand analysis
- mechanisms and collateral that support initiatives in different market segments:
  - channel management systems
  - global distribution systems
  - online requirements – promotions, proprietary websites, third party websites
  - types of promotions
- sector-specific factors that impact revenue management initiatives:
  - financial:
    - fixed and variable operating costs
    - profit margin requirements
    - industry commission and mark-up procedures

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    - cost of distribution networks
  - external market factors:
    - competitor activity
    - complementary activity (events)
    - travel capacity
- aspects of consumer protection law that impact on pricing and distribution:
  - providing services as advertised
  - terms and conditions
  - refund requirements
  - cancellation fees
  - credit card surcharges.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop, implement and monitor pricing initiatives for multiple products, trading periods and market segments
	• integrate knowledge of:
	  • revenue management principles
	  • financial factors affecting revenue management
	  • industry distribution and marketing considerations.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated business operation for which revenue management initiatives can be developed • current information and communications technology • current industry and business data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of completed pricing structures for specific products, trading periods and market segments • use of case studies to assess ability to analyse business data and develop effective pricing in

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	response • written or oral questioning to assess knowledge of, industry interrelationships, distribution networks, mark-up and commission structures and legal requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTPPD503 Research and analyse tourism data • SITTPPD601 Develop tourism products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Special conditions may include:	• block out dates • inclusions • payment requirements • stay controls.

Internal and external partners may include:	• external organisations:
	  • agency networks
	  • global distribution systems
	  • local, state or national tourism organisations
	  • own website managers
	  • third party website managers
	• internal colleagues:
	  • accounting
	  • front line service
	  • management
	  • sales and marketing.

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Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SITHFAB101 Clean and tidy bar areas

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB001C Clean and tidy bar areas. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to clean bars and public areas, clear and clean glasses and to safely dispose of waste.

Application of the Unit

This unit applies to any hospitality organisation which operates a bar including hotels, restaurants, clubs, cafes, and wineries.

It applies to people who work with very little independence and under close supervision including those commonly known as "bar useful". It can also apply to bar attendants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Clean bar and equipment.	1.1 Select and prepare ***cleaning agents and chemicals*** according to product instructions. 1.2 Clean ***bar surfaces and equipment*** according to organisational standards, food safety procedures and with minimum disruption to bar attendants. 1.3 Operate equipment according to manufacturer instructions. 1.4 Check condition of utensils and glassware during the cleaning process for dirty or damaged items. 1.5 Dispose of broken or chipped serviceware, within scope of responsibility, and report losses to supervisors.
2. Clean and maintain public areas.	2.1 Identify ***public areas*** that require cleaning or maintenance and take appropriate action. 2.2 Clear empty and unwanted glasses on a regular basis with minimum disruption to customers. 2.3 Clean and prepare tables and public areas hygienically according to organisational requirements. 2.4 Interact with customers to enhance customer service.
3. Work safely and reduce negative environmental impacts.	3.1 Use cleaning agents, chemicals and ***cleaning equipmen***t safely and according to manufacturer instructions. 3.2 Use ***personal protective equipment*** and safe manual handling techniques when cleaning equipment and premises. 3.3 Use energy, water and other resources efficiently to reduce negative environmental impacts. 3.4 Sort general waste from ***recyclables*** and dispose of them in designated recycling bins. 3.5 Safely dispose of all bar waste, especially ***hazardous substances***, to minimise negative environmental impacts.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss and confirm cleaning requirements with other team members
- literacy skills to:
  - read and comprehend workplace documents or diagrams that interpret the content of:
    - cleaning schedules
    - safety procedures
    - Material Safety Data Sheets (MSDS) and product instructions for cleaning agents and chemicals
    - manufacturer's instructions for equipment
  - write simple notes to report broken serviceware
- numeracy skills to calculate the dilution requirements for chemicals and cleaning products
- problem-solving skills to identify and dispose of unsafe chipped or broken glassware
- teamwork skills to support bar staff by cleaning equipment, serviceware and utensils continuously for their availability
- technology skills to use automatic dish and glass washers.

Required knowledge

- different types of cleaning agents and chemicals for bar areas and equipment; their safe use and storage
- safe practices for using and storing hazardous substances
- content of MSDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of MSDS
- cleaning sanitising and disinfecting methods for:
  - bar floors, shelves and walls
  - bar equipment, serviceware and utensils
- correct use of personal protective equipment
- safe manual handling techniques for cleaning bar and public areas, especially bending, lifting and carrying heavy equipment
- general awareness of potential dangers associated with inert gases used in beverage dispensing systems, their impact on different workers and signage used for areas of restricted access
- environmental impacts of cleaning bars, public areas and equipment and minimal impact practices to reduce these especially those that relate to water and energy use
- correct and environmentally sound disposal methods for bar waste including hazardous substances and recyclable glass and plastic bottles and containers
- equipment used to clean bars, public areas and equipment:
  - essential features and functions
  - safe operational practices

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- for the specific organisation:
  - contents of cleaning schedules
  - standards of presentation for the premises
  - procedures for reporting intoxicated persons.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• efficiently clean bars, public areas and equipment on multiple occasions according to cleaning schedules
	• work safely and use resources efficiently to reduce negative environmental impacts
	• work with speed and efficiency to complete cleaning tasks
	• integrate knowledge of:
	  • different types of cleaning agents and chemicals for bars, public areas and equipment
	  • cleaning sanitising and disinfecting methods for bars, public areas and equipment
	  • correct and environmentally sound disposal methods for waste and hazardous substances.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial bar with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a training bar servicing customers
	• industry-realistic ratios of bar staff to customers
	• equipment used to clean bars, public areas and equipment
	• a variety of commercial cleaning and sanitising agents and chemicals for cleaning bars, public areas and equipment
	• commercial cleaning schedules

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- safety procedures
- MSDS for cleaning agents and chemicals and or plain English workplace documents or diagrams that interpret the content of MSDS.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual cleaning a fully equipped bar
- inspection of public areas cleaned by the individual
- written or oral questioning to assess knowledge of:
  - different types of cleaning agents and chemicals
  - cleaning sanitising and disinfecting methods
  - disposal methods for waste and hazardous substances
  - review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWOR203B Work effectively with others
- SITHFAB202 Operate a bar
- SITXCCS202 Interact with customers
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cleaning agents and chemicals include:

- automatic dishwasher:
  - liquid
  - powder
  - tablets
- bleach
- cleaning agents for specialised surfaces

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- deodorisers
- dishwashing liquid
- disinfectants
- floor cleaners
- glass cleaner
- pesticides
- stainless steel cleaner and polish
- window cleaner.

Bar surfaces and equipment include:

- beer, wine and post-mix service points
- blenders
- cash register and related equipment
- coffee machines
- dishwashers
- food containers for garnishes and chips
- glass washers
- glassware
- ice machines
- refrigeration equipment
- service counters
- utensils.

Public areas may be indoor or outdoor and include:

- bar
- function
- gaming
- restaurant.

Cleaning equipment may include:

- brooms, brushes and dustpans
- buckets
- cleaning cloths
- dishwashers
- mops.

Personal protective equipment may include:

- face masks
- gloves
- goggles
- rubber aprons.

Recyclables may include:

- glass bottles and jars
- plastics
- paper and cardboard
- tin or aluminium containers
- fruit and vegetable matter.

Hazardous substances may include:

- chemicals
- cleaning agents.

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Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB201 Provide responsible service of alcohol

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
2.0 updated on 2 March 2023	Minor changes to Range Statement
2.0	Amendments to the Evidence Guide which better define the assessment environment and assessment requirements of the unit.
1.0	E Replaces and is equivalent to SITHFAB009A Provide responsible service of alcohol.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

Application of the Unit

Responsible practices must be undertaken wherever alcohol is served or sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is served or sold, including all types of hospitality venues, retail liquor outlets and wineries, breweries and distilleries.

This unit applies to all levels of sales personnel involved in the sale, service and promotional service of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff and supplier sales representatives. It also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for RSA management.

Licensing/Regulatory Information

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol.

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Certification requirements differ across states and territories. In most cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

This unit covers the Responsible Service of Alcohol (RSA) skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities require candidates to complete a bridging course to address these specific differences.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Sell or serve alcohol responsibly.	1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles. 1.2 Provide ***accurate information*** to customers on alcoholic beverages according to organisation or house policy and government legislation, including types, strengths, standard drinks and the alcoholic percentages of a range of frequently sold alcoholic beverages. 1.3 Assist customers with information on the range of non alcoholic beverages available for purchase. 1.4 Identify ***issues*** related to the sale and service of alcohol to different types of customers, especially ***those at risk***, and incorporate them into sales or service.

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2. Assist customers to drink within appropriate limits.	2.1 Prepare and serve ***standard drinks*** or ***samples*** according to industry requirements. 2.2 Encourage customers courteously and diplomatically to drink within appropriate limits. 2.3 Recognise ***erratic drinking patterns*** as an early sign of possible intoxication and take appropriate action. 2.4 Monitor emotional and physical state of customers for signs of intoxication and ill effects of illicit or other drug usage. 2.5 Where appropriate, offer food and non alcoholic beverages. 2.6 Politely decline requests for alcohol to be dispensed in a manner that is ***irresponsible***, ***or which encourages the rapid or excessive consumption of alcohol***, and advise customers of the reasons for the refusal.
3. Assess alcohol affected customers and identify customers to whom sale or service must be refused.	3.1 Assess intoxication levels of customers using a number of methods, including observing ***changes in behaviour***, observing emotional and physical state, and monitoring noise levels and drink purchases. 3.2 When assessing intoxication, take into account ***factors*** that may affect individual responses to alcohol. 3.3 Identify customers to whom sale or service must be refused according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs. 3.4 Where appropriate, request and obtain acceptable ***proof of age*** prior to sale or service.
4. Refuse to provide alcohol.	4.1 Refuse service in a polite manner and state reasons for the refusal. 4.2 Speak to ***intoxicated*** customers in a suitable and consistent manner, minimising confrontation and arguments and point out ***signage***. 4.3 Provide ***appropriate assistance*** to customers when refusing service. 4.4 Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisation or house requirements, the specific situation and provisions of state or territory legislation and regulations. 4.5 Use appropriate ***communication and conflict resolution skills*** to handle difficult situations. 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person. 4.7 Promptly identify situations that pose a threat to the safety

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or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication to:
  - provide complex information on responsible service of alcohol laws in a way that is readily understood by customers
  - speak firmly and clearly with intoxicated customers
  - deal with customers sensitively, courteously and discreetly using non-confrontational language
- critical thinking skills to assess intoxication levels of customers
- initiative and enterprise skills to offer food and non-alcoholic beverages to assist customers
- learning skills to continuously update knowledge of changing responsible service of alcohol laws and regulations
- literacy skills to:
  - read and interpret documents such as identification (ID) cards, proof of age cards, driver's licences, statutory signage, warning signs and wording within advertising or promotional material, in-house policies and procedures and any general plain English regulatory and advisory information issued by local, or state and territory liquor licensing authorities
- numeracy skills to measure and calculate standard drinks or samples and calculate blood alcohol levels to determine alcohol consumption
- problem-solving skills to:
  - identify customers to whom sale or service must be refused
  - identify intoxicated persons and refuse service
  - identify situations that pose a safety threat and seek assistance from appropriate colleagues
- teamwork skills to share customer information with team members to ensure proper responsible service of alcohol practices within the organisation.

Required knowledge

- public interest reasons for implementation of responsible service of alcohol practices, including:
  - government and community concern with alcohol misuse and abuse
  - crime, violence and anti-social behaviour associated with alcohol abuse
- impact of excessive drinking on:

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    - local neighbourhood and community
    - premises and staff
    - customers
    - particular types of customers who may be at heightened risk such as young people, pregnant women and minors
    - government agencies such as the local police, health facilities and road authority
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
    - emotional state
    - health
    - physical alertness
- factors that affect individual responses to alcohol, including:
    - gender
    - weight
    - general health
    - rate of consumption
    - food intake
    - other substances taken
- time for effects of alcohol to be registered
- standard drinks and acceptable measures of alcohol
- indicators of intoxication, including ways of assessing intoxication of customers
- ways of assessing customers affected by the consumption of illicit and other drugs
- principles of harm minimisation and strategies to minimise the harm associated with liquor abuse:
    - strategies laid down in legislation and codes of conduct developed by government agencies or industry groups
    - organisational policies that are designed to reduce the harm associated with liquor abuse
- the key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises, including the following list that expresses general statements about requirements of liquor legislation and information that must be customised for each State or Territory:
    - legislative definition of intoxication; intoxicated person and unduly intoxicated
    - role of individual staff members and supervisors or managers in providing responsible service of alcohol, including seller or server duty of care and liability
    - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
    - requirements for mandatory content of any warning signs and wording within advertising or promotional material of any form, such as print advertising or internet

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sales
- requirements for the remote sale and delivery of alcohol sales generated via the telephone, fax, email or mail
- requirements for proof of age and obligations to minors under local legislation
- provisions for retaining and reporting falsified proof of age documents
- provisions for requiring someone to leave the premises
- transportation options
- barring procedures
- opening and closing hour provisions
- requirements for monitoring noise and disturbances in and around licensed premises
- requirements laid down in codes of practice or conduct developed by government agencies or industry groups
- requirements described by an in-house policy, standard or code of practice or conduct
- training and record keeping requirements
- banned or undesirable products
- personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- offences and penalties relating to offences
- legal restrictions on alcohol use customised to state or territory legislation, including intoxication provisions of liquor licensing laws
- legal drink and drive limits.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• responsibly sell or serve alcohol on multiple occasions to customers
	• satisfy the legal requirements for responsible sale or service of alcohol for the local state or territory law
	• follow organisational policies and procedures for the responsible service of alcohol
	• demonstrate knowledge of:
	  • reasons for and benefits of responsible service of alcohol
	  • principles of responsible service of alcohol and

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harm minimisation
- the key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises
- the ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace
- a range of industry equipment to demonstrate standard drink measures or samples
- relevant and current publications, signage, information and plain English fact sheets distributed by government regulators and industry bodies.

Method of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to sell or serve alcohol responsibly.

The following examples are appropriate for this unit:

- role-plays or case studies simulating customers, intoxicated patrons and alcohol that allow assessment of the individual's ability to:
  - interact with customers and explain organisational legal requirements to sell or serve alcohol responsibly
  - explain in-house policies for the service of alcohol
  - refuse service to people to whom alcohol cannot be served
  - speak to intoxicated customers to minimise confrontation
- case studies and problem-solving activities to assess the individual's ability to respond to:
  - situations where customers are engaging in erratic drinking patterns
  - signage deficiencies
  - situations that pose a safety threat
- written or oral questioning to assess knowledge of legislation and all other knowledge components of this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for

The assessor should design integrated assessment

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assessment	activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHFAB202 Operate a bar • SITHFAB302 Conduct a product tasting for alcoholic beverages • SITHFAB303 Prepare and serve cocktails • SITHFAB304 Provide advice on beers, spirits and liqueurs • SITHFAB305 Provide advice on Australian wines • SITHFAB306 Provide advice on imported wines • SITHFAB307 Provide table service of food and beverage.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Accurate information may be provided to customers:	• by use of fact sheets and advertising material that comply with legislative requirements • by use of mandatory signage • verbally.
Issues may include:	• demeanour and mood • familiarity with specific customers • perceived effects of illicit and other drug usage • perceived health status • physical stature • social context.
Those at risk may include:	• minors • people affected by the consumption of illicit and other drugs • people from non-English speaking backgrounds • women • young customers.
Standard drinks should be measured using:	• appropriate nip measures

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	• appropriately sized sample glasses • electronic dispensing and measuring devices.
Samples may include tastings of any item for sale in a:	• brewery • distillery • hospitality venue • retail liquor outlet • winery.
Erratic drinking patterns may include:	• mixing a wide range of drink types • drinking quickly and asking for more immediately • ordering more than one drink for self-consumption • mixing alcohol consumption with consumption of prescription or illicit drugs • consistently returning to the tasting site to request more samples • ordering multiple samples • ordering large samples • ordering 'triple shots' or extra large drinks.
Requests for drinks to be dispensed in a manner that is ***irresponsible***, ***or which encourages the rapid or excessive consumption of liquor*** include:	• jugs of spirits and mixers • large samples • laybacks • multiple samples for self-consumption • rocket fuel • shooters • test tubes • yard glasses.
Changes in behaviour may involve the customer becoming:	• aggressive • disorderly • quarrelsome • violent.
Factors include:	• food intake • gender • general health • other substances taken, especially illicit and other drugs • rate of consumption • weight.
Proof of age includes:	• current drivers licence

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	• passport • photo card • proof of age card.
Intoxicated denotes:	• drunk • those to whom service may be refused due to excessive consumption of alcohol • 'unduly intoxicated' may also be used in some state or territory legislation.
Signage may include:	• signs produced in-house that comply with wording required by legislation • standard promotional signs issued by the relevant state or territory licensing authority • warning notices within any form of advertising.
Appropriate assistance may include:	• assisting the customer to connect with their designated driver • offering alternatives to alcohol, including food • offering to sell or serve non-alcoholic drinks • organising transport for customers wishing to leave • providing information on taxis.
Communication and conflict resolution skills may include:	• using open and non-aggressive body language • using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the 'law' • monitoring the reactions of other customers • picking early warning signs and intervening before the person is intoxicated • not using physical touch or body language • remaining calm and using tactful language.

Unit Sector(s)

Hospitality

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Competency Field

Food and Beverage

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SITHFAB202 Operate a bar

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB002C Operate a bar. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisite units removed. SITXFSA101 Use hygienic practices for food safety, and SITHFAB201 Provide responsible service of alcohol retained as prerequisites.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare a bar for service, take drink orders, prepare and serve alcoholic and non-alcoholic beverages and close the bar down. Customer service and selling skills are found in other units.

Application of the Unit

This unit applies to any hospitality organisation which operates a bar including hotels, restaurants, clubs, cafes, and wineries.

The unit applies to bar attendants who operate with some level of independence and under limited supervision.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

Pre-Requisites

This unit must be assessed after the following prerequisite units:	
SITHFAB201	Provide responsible service of alcohol

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare bar for service.	1.1 ***Set up*** bar display and work area according to regulatory and organisational standards and style of ***bar service***. 1.2 Check and restock ***bar products*** and materials and complete documentation. 1.3 Store all items in correct place and at correct temperature. 1.4 Complete mis en place requirements for decorations, coasters, edible and non-edible garnishes according to organisational standards.
2. Take drink orders.	2.1 Take orders, note or memorise them correctly. 2.2 Check and identify ***specific customer preferences***. 2.3 Make recommendations and suggestions to assist customers with drink selection, and promote or upsell products. 2.4 Receive and process customer payments.
3. Prepare and serve drinks.	3.1 Prepare alcoholic and ***non-alcoholic beverages*** according to legal and organisational standards, using the correct ***equipment***, ingredients and standard measures. 3.2 Serve drinks using required glassware and garnishes. 3.3 Minimise wastage and spillage. 3.4 Check beverage quality during service and take corrective action when required. 3.5 Report beverage quality issues promptly to the appropriate person. 3.6 Provide tray service where appropriate, according to organisational procedures.

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	3.7 Attend to any ***mishaps*** promptly and safely.
4. Close down bar operations.	4.1 Shut down equipment according to organisational safety procedures and manufacturer instructions. 4.2 Clear, clean or dismantle bar areas according to organisational procedures. 4.3 Store leftover garnishes at the correct temperature. 4.4 Check and reorder stock according to organisational procedures. 4.5 Set up bar correctly for next service, ensuring equipment, stock and glasses are in the correct place. 4.6 Conduct a handover to incoming bar staff and share ***relevant information***.
5. Work safely and reduce negative environmental impacts.	5.1 Use ***safe work practices*** of specific relevance to bar operations. 5.2 Use energy, water and other resources efficiently when operating and cleaning the bar to reduce negative environmental impacts. 5.3 Recycle any glass and plastic bottles and containers. 5.4 Safely dispose of all waste, especially hazardous substances, to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with customers in a polite and friendly manner
  - determine customer preferences and offer suitable products
  - provide clear and accurate information tailored to the customer
- initiative and enterprise skills to promote and upsell products
- literacy skills to:
  - read and comprehend bar menus, brochures, price lists and promotional materials
  - write basic records of bar restocks and stock orders
- numeracy skills to:
  - calculate ingredient quantities for the preparation of beverages
  - accurately measure standard drink ingredients
  - calculate the cost of transactions and provide correct change
- planning and organising skills to sequence the preparation of beverage items to efficiently serve customers

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- problem-solving skills to identify deficiencies in beverage quality, make adjustments to ensure a quality product and make reports to supervisors
- self-management skills to manage own speed, timing and productivity
- teamwork skills to provide operational and customer information to other bar staff during the service period and at handover
- technology skills to use beverage preparation equipment, beer and post mix systems.

Required knowledge

- different types of bars and bar service for different industry sectors, including those relevant to events and functions
- meaning the role of mise en place for the service of alcoholic beverages
- organisational standards for operating the bar:
  - display of stock and ancillary bar products
  - mise en place requirements for bar products
  - presentation of beverages
  - procedures for opening and closing the bar
  - procedures for reordering stock
- major types of beverages, their characteristics, preparation and service including:
  - mixed drinks
  - basic and popular cocktails
  - beers
  - fortified drinks
  - non-alcoholic beverages
  - spirits
  - wines
- operational features, safety and hygiene issues for bar equipment:
  - dispensing systems
  - glass-washers
  - ice machines
  - refrigeration
- safety issues and safe work practices of specific relevance to bar operations including:
  - overview knowledge of the Australian Standard AS5034-2005 which applies to safe bar operations
  - specific dangers of inert gases used in beer and post mix systems, how they apply in different hospitality environments, and the measures required to ensure worker and customer safety
  - issues and requirements around the types of chemicals used in bar operations
  - requirements for appropriate signage of areas where gases and chemicals are used
  - scope of responsibilities of different workers and contractors for bar equipment
- the environmental impacts of operating a bar and cleaning equipment and minimal impact practices to reduce these especially those that relate to water and energy use
- correct and environmentally sound disposal methods for bar waste including hazardous

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substances, recyclable glass and plastic bottles and containers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• set up, operate and close down a bar for multiple service periods
	• prepare a diverse range of drinks, both alcoholic and non-alcoholic to meet diverse customer requests
	• use the correct equipment, ingredients and standard measures to prepare alcoholic and non-alcoholic beverages
	• work with speed and efficiency to deal with numerous service and operational tasks simultaneously
	• integrate knowledge of:
	  • different types of bars and bar service
	  • organisational standards for operating the bar
	  • major types of beverages and their characteristics
	  • safety issues and safe work practices of specific relevance to bar operations.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial bar with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a training bar servicing customers
	• industry-realistic ratios of bar staff to customers
	• commercial bar menus, brochures, price lists and promotional materials currently used by the hospitality industry
	• a wide commercial range of bar stock including wines, beers, spirits, liqueurs and non-alcoholic beverages.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

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appropriate for this unit:

- direct observation of the individual serving alcoholic and non-alcoholic beverages at a fully equipped commercial bar
- evaluation of the taste and visual appeal of beverages produced by the individual
- project activities which allow assessment of the individual's ability to set up and operate a bar for an event, function or meeting to a particular bar service style
- written or oral questioning to assess knowledge of:
  - different types of bars and bar service
  - organisational standards for operating the bar
  - major types of beverages and their characteristics
  - safety issues and safe work practices of specific relevance to bar operations
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB101 Clean and tidy bar areas
- SITHFAB303 Prepare and serve cocktails
- SITXCCS303 Provide service to customers
- SITXFIN201 Process financial transactions
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Set up may include requirements for:

- a variety of mixed drinks and basic cocktails
- beers
- fortified drinks
- manual and electronic cash registers, credit and Electronic Funds Transfer at Point Of Sale (EFTPOS) equipment

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- non-alcoholic beverages
- spirits
- wines.

Bar service may include requirements and procedures for:

- cash drinks
- dry till
- inclusive packages
- open bar
- pre-set drinks
- set limits.

Bar products and materials include:

- accompaniments
- bar towels
- coasters
- different types of alcoholic and non-alcoholic beverages
- display items:
  - bar menus
  - brochures
  - price lists
  - promotional materials
- edible and non-edible garnishes
- serviettes.

Specific customer preferences may relate to:

- brands
- garnishes
- glassware
- ice
- mixers
- strength
- temperature.

Non-alcoholic beverages include:

- carbonated drinks
- coffee
- frappes and ‘mocktails’ (non-alcoholic cocktails)
- juices
- tea.

Equipment includes:

- bar towels
- blenders
- coasters
- coffee and tea serviceware
- coffee and tea making equipment
- cleaning equipment
- cutting board
- garnish containers

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- glass washer
- ice:
  - buckets
  - crusher
  - make
  - shaver
  - grinder
- jugs
- juicers
- powder shakers e.g. chocolate, cinnamon
- post-mix dispensing system
- pourers:
  - speed
  - optic
  - inverted optic
  - nip measures
- utensils including:
  - small knives
  - tongs
  - spoons including bar spoons, teaspoons
- range of glassware, including:
  - highball
  - liqueur and liqueur coffee
  - old fashioned
  - beer
  - red wine, white wine, champagne flute, brandy, sherry and port
  - water
- refrigerator
- reticulated beer dispensing system
- spirit measures
- service trays and liners
- straws, swizzle sticks, coasters, napkins, toothpicks
- vitamisers
- waiter's friend.

Mishaps include:

- spillages
- breakages.

Relevant information includes:

- current customer information, such as preferences or problems
- issues relating to beverage quality
- stock requirements.

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Safe work practices of specific relevance to bar operations may relate to:	• access to restricted areas containing inert gas equipment • chemicals used in bar operations • handling inert gases used in beer and post mix systems • safe manual handling techniques.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB203 Prepare and serve non-alcoholic beverages

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB010C Prepare and serve non alcoholic beverages. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks.

It does not include making espresso coffee beverages which is covered in SITHFAB204 Prepare and serve espresso coffee.

Application of the Unit

This unit applies to any hospitality organisation which serves coffee, tea and other non-alcoholic beverages including cafes, restaurants, bars, clubs, function and event venues.

The unit applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Check and identify ***specific customer preferences*** for beverages on order. 1.2 Identify and obtain correct ingredients for ***non-alcoholic drinks***.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Prepare and serve non-alcoholic drinks.	3.1 Prepare drinks using appropriate ***methods*** and standard recipes to meet customer requests. 3.2 Ensure correct strength, taste, temperature and appearance for each drink prepared. 3.3 Minimise waste to maximise profitability of beverages produced. 3.4 Present drinks attractively in appropriate crockery or glassware with accompaniments and garnishes according to organisational standards. 3.5 Evaluate the presentation of beverages and make adjustments before serving.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with customers and team members in a polite and friendly manner
  - determine customer preferences and prepare suitable beverage tailored to the customer's requirements
- initiative and enterprise skills to minimise wastage
- literacy skills to read and interpret beverage menus and standard recipes for non-alcoholic beverages
- numeracy skills to calculate and measure ingredient quantities for the preparation of beverages
- planning and organising skills to sequence the preparation of beverages to efficiently serve customers
- problem-solving skills to identify deficiencies in beverage quality and make adjustments to ensure a quality product
- self-management skills to manage own speed, timing and productivity
- technology skills to use equipment for the preparation of non-alcoholic beverages.

Required knowledge

- culinary terms for and characteristics of ingredients commonly used to produce non-alcoholic beverages
- major types of non-espresso coffees, teas, other non-alcoholic beverages and their characteristics
- preparation methods for a variety of non-espresso coffees, teas and other non-alcoholic beverages
- organisational and traditional standards for:
  - glassware and crockery used for beverage presentation
  - garnishes and accompaniments used to enhance beverages
- equipment used to produce non-alcoholic beverages:
  - essential features and functions
  - safe operational practices
  - dangers of inert gases used in post-mix dispensing systems and the measures required to ensure worker and customer safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare and present a diverse range of non-alcoholic beverages, over multiple service periods, to meet different customer requests
- present multiple non-alcoholic beverages that are attractive and consistent in quality, volume and appearance
- use the correct equipment, ingredients and standard measures
- work with speed and efficiency to deal with numerous service tasks simultaneously
- integrate knowledge of:
  - major types of teas, non-espresso coffees, other non-alcoholic beverages and their characteristics
  - preparation methods for popular non-alcoholic beverages
  - organisational and traditional presentation standards.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing non-alcoholic beverages; this may be a:
  - real industry workplace
  - simulated industry environment such as a training food and beverage outlet servicing customers
- industry-realistic ratios of service staff to customers
- commercial beverage menus and standard recipes for non-alcoholic drinks currently used by the hospitality industry
- organisational and traditional presentation standards non-alcoholic beverages
- a wide commercial range of non-alcoholic beverage ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing and serving a variety of non-alcoholic drinks
- evaluation of the taste and visual appeal of drinks produced

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by the individual
- written or oral questioning to assess knowledge of:
  - major types of teas, coffees and other non alcoholic beverages and their characteristics
  - preparation methods
  - standards for presentation
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB206 Serve food and beverage
- SITHKOP101 Clean kitchen premises and equipment
- SITXCCS202 Interact with customers
- SITXFIN201 Process financial transactions
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specific customer preferences may include:

- brands
- crockery
- garnishes
- glassware
- ice
- mixers
- size
- strength
- temperature.

Non-alcoholic drinks include:

- carbonated drinks
- children’s specialty drinks
- coffee:
  - filtered
  - Greek or Turkish
  - iced
  - plunger

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- cordials and syrups
- flavoured milks
- frappes
- freshly squeezed juices
- fruit whips
- health drinks
- hot and iced chocolate
- juices
- milkshakes
- non-alcoholic cocktails
- smoothies
- soft drinks
- varieties of tea, including:
  - black
  - semi-black
  - blended
  - green
  - scented
  - herbal
  - fruit
  - floral
  - waters.

Equipment may include:

- coffee:
  - percolators and urns
  - drip filter systems
  - plungers
- blenders
- fridges
- juicers
- milkshake machines
- teapots.

Methods include:

- blending
- brewing
- juicing
- mixing
- plunging
- shaking.

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Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB204 Prepare and serve espresso coffee

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB012B Prepare and serve espresso coffee. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. SITXFSA101 Use hygienic practices for food safety added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to extract and serve espresso coffee beverages using commercial espresso machines. It requires the ability to advise customers on coffee beverages, select and grind coffee beans, prepare and assess espresso coffee beverages and to use, maintain and clean espresso machines. Complex repairs of equipment would be referred to specialist service technicians.

Preparation of coffee beverages using other methods is covered in SITHFAB203 Prepare and serve non-alcoholic beverages.

Application of the Unit

This unit applies to any hospitality organisation which serves espresso coffee beverages including cafes, restaurants, bars, clubs, function and event venues.

It applies to espresso machine operators who operate with some level of independence and under limited supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise coffee workstation.	1.1 Complete mise en place for coffee service to enable efficient work flow and easy access to ingredients, equipment, and serviceware. 1.2 Place ingredients in correct containers and conditions to maintain freshness. 1.3 Prepare the espresso machine and grinder for service.
2. Select and grind coffee beans.	2.1 Select coffee beans and grind to appropriate particle size according to relevant factors. 2.2 Complete test extractions before service to ensure correct particle size of grind, assess and adjust according to relevant factors. 2.3 Adjust grind regularly throughout the service period according to relevant factors. 2.4 Monitor efficiency of grinder for dosage and grind during usage, resolve or report issues. 2.5 Clean grinder as required during or after the service period.
3. Advise customers on espresso coffee beverages.	3.1 Provide information and recommendations about types of coffee beverages and accompaniments. 3.2 Identify customer preferences and take orders.
4. Extract and monitor quality of espresso.	4.1 Select and prepare appropriate serviceware. 4.2 Select correct filter basket, clean, dry and dose with required amount of ground coffee. 4.3 Tamp ground coffee to make even and level cake. 4.4 Flush group head before attaching group handle to extract

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	espresso.
	4.5 Monitor quality of extraction during service period and make adjustments.
	4.6 Monitor the efficiency of the espresso machine during service, resolve or report issues.
5. Texture milk.	5.1 Select cold milk and appropriate milk foaming jug to fulfil customer orders.
	5.2 Purge the steam wand every time before texturing.
	5.3 Texture milk according to type of milk and coffee beverage.
	5.4 Visually monitor and adjust the texture and temperature.
	5.5 Clean the steam wand on the outside and purge every time after texturing.
	5.6 Combine foam and milk through swirling, ensuring even consistency.
	5.7 Pour milk immediately after swirling, according to the coffee beverage.
	5.8 Minimise waste to maximise profitability of beverages produced.
6. Serve espresso coffee beverages.	6.1 Present coffee beverages attractively and without drips and spills.
	6.2 Serve coffee beverages promptly at the required temperature, with appropriate accompaniments.
7. Clean espresso equipment.	7.1 Clean machine parts thoroughly and safely according to organisational procedures.
	7.2 Maintain water filtration system according to organisational procedures.
	7.3 Refer, to supervisor, faults and maintenance issues requiring technical specialists.
	7.4 Use energy and water resources efficiently when preparing coffee beverages and cleaning to reduce negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - determine customer preferences and offer suitable beverages
  - provide clear and accurate information tailored to the customer
- initiative and enterprise skills to minimise wastage

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- literacy skills to:
  - comprehend workplace documents or diagrams that interpret the content of:
    - safety procedures
    - Material Safety Data Sheets (MSDS) and product instructions for cleaning chemicals
    - organisational procedures for operating, cleaning and maintaining equipment
  - read and interpret beverage menus and standard recipes for espresso coffee beverages
  - write orders and basic notes on customer preferences
- numeracy skills to visually estimate amounts of milk and make adjustments to doses of ground coffee
- planning and organising skills to sequence the preparation of beverages to efficiently serve customers
- problem-solving skills to:
  - identify deficiencies in espresso extraction and make adjustments to ensure a quality product
  - monitor operational efficiency of espresso machine and adjust usage during coffee beverage preparation
- self-management skills to manage own speed, timing and productivity
- teamwork skills to discuss and report espresso machine faults and maintenance requirements with supervisors
- technology skills to use coffee grinders and espresso machines.

Required knowledge

- major types of espresso coffee beverages and their characteristics:
  - caffe latte
  - cappuccino
  - espresso (short black)
  - flat white
  - long black
  - mocha
  - piccolo latte
  - ristretto
  - short and long macchiato
- different types of milk, their characteristics and uses for different types of coffee beverages
- characteristics of different types of beans, blends and roasts
- mise en place requirements for preparing coffee beverages
- methods and techniques for:
  - grinding coffee beans
  - dosing
  - tamping
  - extraction of espresso and presentation of quality coffee beverages

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  - texturing milk
  - sequencing orders for the preparation of coffee beverages
- appropriate pour rate for espresso coffee beverages
- organisational and industry standards for:
  - serviceware used for espresso coffee beverage presentation
  - accompaniments used to enhance beverages
  - presentation of beverages including latte art
- storage of coffee beans, ground coffee, milk and other ingredients:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life
- equipment used to prepare espresso coffee beverages:
  - essential features and functions of different espresso machines and grinders
  - sizes and types of filter baskets and tampers
  - purging the steam wand
  - flushing the group head
  - cleaning and maintenance methods and procedures
  - symptoms of faults in espresso machines and grinders
  - safe operational practices and dangers of working with steam
- content of MSDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of MSDS.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and present a diverse range of espresso coffee beverages, over multiple service periods, to meet different customer requests, including:
	  • caffe latte
	  • cappuccino
	  • espresso (short black)
	  • flat white
	  • long black
	  • piccolo latte
	  • mocha

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- ristretto
- short and long macchiato

- present multiple espresso coffee beverages and accompaniments that are attractive and consistent in quality, volume and appearance
- use the correct equipment ingredients and measures to prepare espresso coffee beverages
- work with speed and efficiency to deal with numerous service and operational tasks simultaneously
- integrate knowledge of:
  - major types of espresso coffee beverages and their characteristics
  - types of bean, blends and roasts
  - preparation methods for espresso coffee beverages
  - basic maintenance and cleaning methods for espresso grinders and machines.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing espresso coffee beverages; this may be a:
  - real industry workplace
  - simulated industry environment such as a training food and beverage outlet servicing customers
- industry-realistic ratios of service staff to customers
- a workstation with industry-current commercial grade espresso machine and coffee grinders
- a commercial range of coffee beans, ground coffee, other ingredients and accompaniments
- commercial beverage menus and standard recipes for coffee beverages currently used by the hospitality industry
- MSDS for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of MSDS
- organisational and industry standards for presenting for espresso coffee beverages
- cleaning and maintenance procedures for espresso coffee machines and grinders.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate:

- direct observation of the individual preparing and serving different types of espresso coffee beverages

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- evaluation of the taste and visual appeal of beverages produced by the individual
- written or oral questioning to assess knowledge of:
  - major types of espresso coffee beverages and their characteristics
  - types of bean, blends and roasts
  - preparation methods for espresso coffee beverages
  - basic maintenance and cleaning methods for espresso grinders and machines
  - review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHKOP101 Clean kitchen premises and equipment
- SITXCCS202 Interact with customers
- SITXFIN201 Process financial transactions
- SITXWHS101 Participate in safe work practices
- SITXWHS301 Identify hazards, assess and control safety risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Mise en place may involve:

- laying out:
  - coffee preparation accessories
  - serviceware
- selecting adequate supplies of beverage ingredients and accompaniments
- sorting and assembling ingredients.

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Equipment may include:	• bins for used coffee grounds
	• blind or blank filter
	• cleaning brushes
	• coffee grinders
	• colour coded cleaning cloths
	• espresso coffee machines
	• flat edge implement such as a spatula for levelling off dosed filter basket
	• measuring equipment:
	  • stopwatch or timer
	  • thermometer
	• milk foaming jugs
	• napkins
	• powder shakers e.g. chocolate, cinnamon
	• service trays
	• spoons
	• stirrers
	• storage bins
	• straws
	• take-away cardboard trays
	• tamp mats
	• tampers.

Serviceware may include:	• for different types of coffee beverages:
	  • cups
	  • saucers
	  • mugs
	  • glasses
	• take away coffee cups and lids.

To ***prepare*** espresso machine and grinder may involve:	• preparing grinders • preparing and seasoning the espresso machine • turning on machines to achieve correct pressure and temperature.

To ***grind*** coffee includes:	• adjusting grinder
	• operating the grinder using correct techniques
	• pre-setting grinder
	• sensory analysis of grind, including:
	  • olfactory
	  • tactile
	  • tasting coffee beverage
	  • visual.

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Relevant factors may involve:

- ambient humidity
- consistency of used coffee grounds
- crema on top of the espresso
- quality and rate of espresso flow
- taste.

To ***assess*** may involve:

- checking:
  - aroma
  - body
  - flavour:
    - acidity
    - bitterness
    - sweetness
  - quality of the crema
  - volume of the espresso
- sensory analysis, including:
  - olfactory
  - tactile
  - tasting
  - visual.

Customer preferences may relate to:

- accompaniments
- blends
- serviceware
- strength
- sweeteners
- type of:
  - beans
  - milk.

Orders may be:

- electronic:
  - PALM order pad
  - touch screen
- manual:
  - hand written on order pad
  - memorised.

To ***prepare*** serviceware may involve:

- marking beverage type on take-away lids
- warming cups and mugs and glasses for hot beverages.

The ***dose*** may be measured:

- by sight
- electronically
- manually
- mechanically.

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To ***monitor*** may involve checking:	• changes in colour of cream • changes in flow texture • extraction rate; speeding up or slowing down • steam and pump pressure • steam pressure during foaming and steaming • used coffee grounds • water pressure during extraction.
Adjustments may be to:	• dose • grind • tamping technique • water flow • water pressure.
Accompaniments may include:	• biscuits • chocolates • marshmallows • sugar • sugar substitutes.

To ***clean*** may involve:	• backflushing the machine at the end of a service
	• brushing out doser chamber
	• pouring hot water to clean drainage pipes
	• using correct and environmentally sound disposal methods for coffee making waste including recyclable glass and plastic bottles and containers
	• washing drip trays
	• washing and drying:
	  • bean hopper
	  • group handle and filter basket
	• wiping down entire machine
	• wiping outside of steam wand and nozzle and purging inside with steam.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB205 Provide room service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB008A Provide room service. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide room service in accommodation establishments. It requires the ability to take orders, set up room service trolleys, deliver meals, process accounts and clear used meal service items.

Application of the Unit

This unit applies to all hospitality organisations where room service is provided, including hotels, motels and bed and breakfasts.

It applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others. It can also apply to front office personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Take and process room service orders.	1.1 Answer telephone promptly and courteously according to organisational customer service standards. 1.2 Check guest names and use them throughout the interaction. 1.3 Provide ***information***, record room service orders and check with guests for accuracy. 1.4 Use suggestive selling techniques to maximise sale. 1.5 Advise guests of approximate time for delivery. 1.6 Interpret room service orders received from doorknob dockets. 1.7 Transfer orders promptly to the appropriate location for preparation.
2. Set up trays and trolleys.	2.1 Prepare general room service ***equipment*** for use. 2.2 Set up trays and trolleys according to organisational standards and the type of meal and check for balance and safety. 2.3 Select service equipment and check for cleanliness and damage. 2.4 Collect all prepared meals and beverages promptly and in correct service order. 2.5 Check trays against the order and meal items for correct temperature.
3. Present room service meals and beverages to guests.	3.1 Request entry to guest room according to service standards. 3.2 Consult guests about their preferences for placement of meals. 3.3 Explain the meal and place meals according to organisational procedures and guest preferences.
4. Present room service accounts.	4.1 Check guest accounts for accuracy and present according to organisational procedures. 4.2 Obtain signature and charge meals to room account or accept cash payment. 4.3 Promptly present cash payments to the cashier for processing.
5. Clear room service	5.1 Check and clear floors promptly for used room service trolleys

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area.	and trays. 5.2 Return trays and trolleys to room service area and dismantle and clean according to organisational procedures. 5.3 Restock station with equipment, food and beverage according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with guests in a polite and friendly manner
  - determine guest preferences and offer suitable products
  - provide clear and accurate information tailored to the guest
- initiative and enterprise skills to upsell room service items
- literacy skills to:
  - read and comprehend room service menus and price lists
  - write clear room service orders and billing information
- numeracy skills to:
  - calculate the cost of room service orders
  - calculate the number of room service orders for a meal service period and determine the number of trolleys for set up
- planning and organising skills to sequence the preparation and delivery of room service meals to efficiently serve guests
- problem-solving skills to identify deficiencies in room service items and correct before delivery
- self-management skills to manage own speed, timing and productivity
- teamwork skills to work with kitchen and accounting staff to organise cooking and billing of room service items
- technology skills to use the in-house telephone systems, kitchen ordering and billing system.

Required knowledge

- organisational standards for room service
- ordering and service procedures for processing and delivering room service items
- room locations within the establishment
- product knowledge of the room service menu and beverage list.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- process diverse room service orders to meet the requirements of multiple and diverse guest requests
- provide room service for multiple service periods
- work with speed and efficiency to process and deliver room service orders
- integrate knowledge of:
  - customer service standards for room service
  - ordering and service procedures for room service
  - product knowledge of the menu and beverage list.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality accommodation business for which room service is provided with the specific equipment for providing room service as defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training hotel servicing guests
- industry-realistic ratios of service staff to guests
- meals to be delivered to guest rooms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual taking a room service order, preparing a room service tray and providing room service
- written or oral questioning to assess knowledge of menu items, hotel room location and layout, customer service standards and room service procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- BSBWOR203B Work effectively with others
- SITXCCS202 Interact with customers
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information provided to guests may include:

- costs
- description of meal or food and beverage items
- menu choices and options
- name of service person and department.

Room service ***equipment*** may include:

- coffee plunger
- cutlery, crockery and glassware
- linen
- promotional materials
- serving trays and lids
- tea and coffee pots
- toasters
- trolleys
- warming equipment:
  - heated plates
  - hot serving utensils.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB206 Serve food and beverage

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB003A Serve food and beverage to customers. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to serve food and beverage to customers in a casual dining setting. It covers fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage and to complete end of service tasks.

Higher order service techniques, required by senior food and beverage attendants, are covered by the unit SITHFAB307 Provide table service of food and beverage.

Application of the Unit

This unit applies to hospitality organisations which operate food and beverage outlets including hotels, clubs, cafes, and coffee shops.

Beverages may include alcohol but it is not a requirement of this unit, as many casual dining settings do not serve alcohol.

The unit applies to operational food and beverage attendants who work with very little independence and under close supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for food and beverage service.	1.1 Discuss and clarify table and room set-up, ***menu*** and ***style of service***. 1.2 Check furniture and fittings for cleanliness, stability and condition prior to the ***service period***. 1.3 Adjust furniture placement to meet service requirements and allow safe and easy access for service personnel. 1.4 Prepare and adjust the ***environment*** to ensure comfort and ambience for customers. 1.5 Check and prepare ***equipment*** for service and clean or replace items to meet service standards. 1.6 Prepare and display food and beverage items according to organisational standards.
2. Welcome and advise customers.	2.1 Greet customers on arrival, according to organisational customer service standards. 2.2 Provide ***information*** to customers, giving clear explanations and descriptions. 2.3 Answer customer questions on menu items correctly and courteously.
3. Take and process orders.	3.1 Take and record orders accurately and legibly using the format required by the organisation, and convey them promptly to the kitchen. 3.2 Operate the ***ordering system*** according to organisational

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	procedures. 3.3 Communicate special requests or dietary requirements to kitchen. 3.4 Provide glassware, serviceware and cutlery suitable for menu choice. 3.5 ***Process account***s and receive payment at appropriate time.
4. Serve food and drinks.	4.1 Collect food and beverage selections from kitchen and check for accuracy and presentation. 4.2 Use appropriate techniques to carry and place plates containing meals and serve to correct person. 4.3 Promptly recognise and follow up any delays or deficiencies in service. 4.4 Advise and reassure customers about any delays or problems. 4.5 Check customer satisfaction at the appropriate time.
5. Clear food and drinks.	5.1 Use appropriate techniques to clear and carry multiple used plates and other serviceware. 5.2 Remove used items in a timely manner and safely transfer them to the appropriate location for cleaning. 5.3 Safely dispose of food waste, disposables and recyclable items to minimise negative environmental impacts.
6. Complete end of shift duties.	6.1 Follow ***end of shift procedures***. 6.2 Provide customer feedback to relevant supervisors or managers. 6.3 Provide handover to incoming colleagues and share relevant information.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with customers and team members in a polite and friendly manner
  - determine customer preferences and provide food and beverage service tailored to the customer's requirements
- critical thinking skills to evaluate the placement of furniture and organise it for optimum service efficiency
- literacy skills to:
  - read and comprehend food and beverage menus and organisational procedures
  - record customer orders and write clear and precise notes on special requests
- numeracy skills to calculate customer accounts

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- planning and organising skills to select and prepare equipment and set up the dining area in advance of the service period
- problem-solving skills to recognise any delays in food service and rectify to the customer's satisfaction
- teamwork skills to provide operational information to colleagues
- technology skills to use organisational ordering systems and equipment.

Required knowledge

- for food and beverage outlets and the organisation in particular, features of:
  - work flow structure for food and beverage service
  - ordering systems and procedures
  - workflow between kitchen and front of house areas
  - service procedures
  - end of shift procedures
- techniques for:
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and other serviceware
- key features of food and beverage items on the menus
- correct and environmentally sound disposal methods for food and beverage waste including recyclable glass and plastic bottles and containers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare for and provide effective food and beverage service for multiple service periods
	• interact with and positively respond to the diverse demands and requests of multiple customers
	• work with speed and efficiency to deal with numerous service and operational tasks simultaneously
	• integrate knowledge of:
	  • set up, service and end of shift procedures
	  • ordering systems and procedures
	  • key features of food and beverage items on menus.

Context of and specific	Assessment must ensure use of:

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resources for assessment

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training food and beverage outlet servicing customers
- industry-realistic ratios of service staff to customers
- kitchen staff with whom the individual can interact
- commercial food and beverage menus currently used by the hospitality industry
- freshly prepared meals to be served.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for service, providing service to customers and closing down after service
- direct observation of the individual undertaking specific tasks, such as taking and processing orders, serving food and drink items or clearing tables
- written or oral questioning to assess knowledge of:
  - set up, service and end of shift procedures
  - ordering systems and procedures
  - key features of food and beverage items on the menus
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITXCCS202 Interact with customers
- SITXFIN201 Process financial transactions
- SITXWHS101 Participate in safe work practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Menu may include:

- bar food
- blackboard
- buffet
- finger food
- set
- specials
- table d'hôte.

Style of service may include:

- bar
- bistro
- café
- counter
- espresso coffee bar
- plate service
- table.

Service period may include:

- afternoon tea
- breakfast
- dinner
- lunch.

Environment may include:

- background noise
- decorations and displays
- lighting
- music
- privacy
- room temperature.

Equipment may include:

- bains marie
- computerised ordering systems
- condiments and condiment containers
- crockery
- cutlery
- espresso machine
- food and beverage menus
- glassware for alcoholic and non-alcoholic beverages
- linen
- oven to tableware
- placemats

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- platters, lids and covers
- promotional materials
- service utensils
- tea and coffee making equipment.

Information provided to customers may relate to:

- food and beverages
- location of customer facilities
- menu choices, options and availability
- specials
- the location or area.

Ordering system may be:

- electronic:
  - PALM order pad
  - touch screen
- manual:
  - hand written on order pad.

Process accounts may involve:

- depositing money in cash register, processing and giving change
- handing account to another person to process
- processing credit cards or Electronic Funds Transfer at Point Of Sale (EFTPOS)
- using:
  - Electronic Point-Of-Sale (POS) system with touch screen or PALM order pad
  - EFTPOS equipment.

End of shift procedures may include:

- clearing, cleaning and dismantling furniture
- cleaning equipment, such as coffee machines and bains marie
- participating in debriefing sessions, including quality service reviews
- placing equipment and furniture in allocated storage areas
- preparing for the next service period:
  - polishing glassware
  - resetting tables
  - restocking.

Unit Sector(s)

Hospitality

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Competency Field

Food and Beverage

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SITHFAB301 Operate and monitor cellar systems

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB227A Operate and monitor cellar systems. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work safely in a cellar. It requires the ability to operate and maintain beverage dispensing systems, and monitor refrigeration systems, the overall safety of cellar operations and the quality of beverage products.

Application of the Unit

Cellar covers any area used as the storage location for bulk beverages and the equipment that supports its service. This unit applies to hotels, clubs, casinos and sporting venues, but is also relevant to restaurants, or any other permanent or temporary catering venue where a cellar is maintained.

This unit applies to any person who has responsibility for the operation and monitoring of a cellar. They may be a dedicated cellar person, a senior bar attendant, a manager or a business owner and they sometimes have stock control responsibilities.

Licensing/Regulatory Information

Safety issues and compliance requirements are a key focus of the unit. These reflect compliance requirements under Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation and obligations under Australian Standard AS 5034-2005 Installation and use of inert gases for beverage dispensing.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Operate and maintain beverage dispensing systems.	1.1 Operate ***beer systems*** according to manufacturer instructions and relevant safety requirements. 1.2 Tap kegs according to ***safety requirements*** and manufacturer instructions. 1.3 Handle, connect and store beverage gas according to relevant safety standards. 1.4 Check post mix systems for effective operation and change syrup boxes as required. 1.5 Clean ***beverage system parts*** in accordance with manufacturer instructions and safety requirements. 1.6 Use ***chemicals*** safely according to product instructions. 1.7 Correct or report ***dispensing system*** faults to the appropriate person according to scope of individual responsibility.
2. Use and monitor refrigeration systems.	2.1 Monitor and accurately measure ***refrigeration system,*** and adjust to comply with product requirements. 2.2 Perform routine checking of glycol levels and cleaning of vents, ensuring safe use of chemicals at all times. 2.3 Promptly identify refrigeration faults and report to qualified refrigeration mechanic according to organisational procedures.
3. Monitor overall cellar safety.	3.1 Make regular routine checks of ***gas systems*** according to relevant safety standards. 3.2 Systematically monitor the use and storage of chemicals and ensure safety requirements are met. 3.3 Monitor the cellar area for safety signage and take action to rectify any deficiencies. 3.4 Proactively provide relevant information about safety issues to other workers.
4. Monitor quality of beverage	4.1 Monitor cellar temperature to ensure optimum storage conditions for different ***beverage products***.

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products.	4.2 Systematically check cellar conditions to ensure the requirements of the Australia New Zealand Food Standards (ANZFS) Code are met. 4.3 Use systematic product rotation to maintain quality. 4.4 Use manual or electronic stock control system to monitor quality of products and control stock during receiving, storage and issuing. 4.5 Test the quality of beverage products regularly and identify ***faults***. 4.6 Take ***appropriate action to rectify faults*** within scope of individual responsibility or report to the appropriate person.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make accurate verbal reports on dispensing system faults
- critical thinking skills to evaluate the operational efficiency of all cellar systems and implement systematic changes to improve operations
- literacy skills to:
  - read and interpret:
    - ANZFS codes
    - complex manufacturer's instructions for the operation of a range of cellar equipment
    - logbook entries
    - Material Safety Data Sheets (MSDS)
    - safety procedures and signs
    - stock control system records
  - write reports on faulty equipment, document measurements of all equipment calibrations and complete logbook entries for testing and checking activities
- numeracy skills to:
  - accurately calculate complex calibrations of a range of cellar equipment
  - calculate the dilution requirements for chemicals and cleaning products
  - measure temperatures for the storage of cellar stock items
- planning and organising skills to systematically monitor cellar conditions and the operational efficiency and safety of all cellar equipment
- problem-solving skills to identify faults in operational cellar systems and adjust equipment to rectify faults
- self-management skills to manage own speed, timing and productivity
- teamwork skills to provide practical information about cellar issues to colleagues

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- technology skills to work with equipment at an operational and basic maintenance level.

Required knowledge

- key requirements of cellar compliance laws, including:
  - Health Act
  - OHS or WHS legislation
  - Food Standards Australia New Zealand (FSANZ) Act 1991
- primary elements of the ANZFS Code that directly impact on cellar operations
- full requirements of Australian Standards that directly impact on cellar operations:
  - AS5034-2005 Installation and use of inert gases for beverage dispensing, and associated standards
  - AS3780-1994 The storage and handling of corrosive substances
- operational features of beverage gas systems, including:
  - key components of beverage dispensing systems for beer and post mix syrups
  - isolating gas board
  - monitoring alarms
  - monitoring of regulator pressures
  - types of beverage gases
  - how to handle, store, connect and disconnect beverage gas cylinders (including different types of cylinder systems and different types of gas)
  - inert gas in confined spaces and the potential dangers
  - particular dangers of carbon dioxide and nitrogen
  - required fire protection equipment and other emergency and alarm procedures
  - methods and techniques for undertaking routine checks for gas leaks (including monitoring of regulators, drop tests, spray tests, disconnecting and re-connecting leads)
  - typical roles and responsibilities of different people in operating and maintaining the system including those within the hospitality establishment and external contractors
- operational features of refrigeration systems including:
  - chiller plates
  - compressors
  - glycol system or refrigerated beer line system
  - glycol tanks and pumps
- safe manual handling techniques for lifting and shifting heavy items
- procedures and safety requirements for the use and storage of hazardous substances such as chemicals and other cleaning agents
- content of labelling and material safety data sheets for hazardous substances
- correct and environmentally sound disposal methods for hazardous substances
- overview information on the way that beer is brewed and what this means for cellar operations
- cellar products, which must include beer, and their characteristics, including:

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- correct handling and storage
- shelf life
- potential faults.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• safely operate and maintain beverage dispensing systems within a cellar environment
	• monitor refrigeration systems and the overall safety of cellar operations
	• systematically check cellar conditions and the quality of cellared beverages
	• monitor cellar operations over a stock delivery cycle
	• integrate knowledge of:
	  • operational features of beverage gas systems
	  • operational features of refrigeration systems
	  • Australian Standards that directly impact on cellar operations.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial cellar with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines for cellars; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a training bar and cellar servicing customers
	• industry-realistic ratios of bar staff to customers
	• a wide commercial range of bar stock including wines, beers, spirits, liqueurs, post mix syrups and non-alcoholic beverages
	• workplace and other documentation:
	  • AS5034-2005 Installation and use of inert gases for beverage dispensing, and associated standards
	  • AS3780-1994 The Storage and handling of

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corrosive substances
    - ANZFS Code or plain English documents issued by national, state or territory government regulators
    - MSDS for hazardous substances used in cellars
    - current commercial policies and procedures used for the operation of cellars
- an industry manual or electronic stock control system.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual operating and monitoring cellar systems including a bulk dispensing and refrigeration system for a whole shift
- evaluation of documents produced by the individual:
    - fault reports
    - temperature checks
    - maintenance log books
    - stock control records
- direct observation of the individual carrying out maintenance of beverage system parts
- written or oral questioning to assess knowledge of:
    - operational features of beverage gas systems
    - operational features of refrigeration systems
    - Australian Standards that directly impact on cellar operations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB202 Operate a bar
- SITXINV201 Receive and store stock
- SITXINV301 Purchase goods
- SITXINV401 Control stock
- SITXWHS101 Participate in safe work practices
- SITXWHS301 Identify hazards, assess and control safety risks.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Beer systems may include:

- approved cleaning keg or dosing unit
- direct pull systems
- flow back systems
- ice bank systems
- multiple hook-up
- party kegs
- refrigerated beer line systems
- Temprite or instantaneous cooler system.

Safety requirements may relate to:

- chemical and detergent use, including manual or a dosing unit detergent system
- conducting risk assessments
- correct lifting, moving and handling techniques for kegs and cylinders
- correct servicing and maintenance of equipment which operate under pressure e.g. connectors and couplers
- dealing with pressure factors
- legislative requirements
- requirements under Australian Standards
- safe use of electrical equipment.

Beverage system parts include:

- beer lines
- beer pumps
- beer taps
- connectors
- couplers
- foam on beer (FOB) detectors
- manifolds
- transfer leads.

Chemicals may include:

- ‘Corrosive 8’ detergents
- general cleaning agents
- low pH detergents
- one-part detergent solutions
- specialised-part cleaning agents
- two-part detergent solutions.

Dispensing systems include:

- beer
- frozen drink dispensers

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- post-mix syrups
- spirits
- wine.

Refrigeration systems include:

- cabinets
- chilled beer fonts
- chiller plates
- cold rooms
- compressors
- cool room
- glycol system or refrigerated beer line system
- glycol tanks and pumps
- ice bank or water chilled system
- portable systems
- Temprite or instantaneous cooler system
- glycol system or refrigerated beer line system.

Gas systems include:

- alarms
- beverage gases
- gas cylinders
- gas regulators
- isolating gas board.

Beverage products may include:

- aerated and mineral waters
- ancillary cellar products (e.g. paper products)
- bulk and packaged beers
- juices and syrups
- liqueurs
- post-mix
- spirits
- wine.

Faults may include:

- cloudy beer
- flat beer
- heady beer
- no or slow beer flow
- sour beer.

Appropriate action to rectify faults may include:

- checking for gas leaks (e.g. drop tests, spray tests)
- checking, identifying fault and adjusting:
  - gas systems
  - refrigeration systems
- cleaning and maintaining equipment
- cleaning of lines and equipment
- controlling and rotating stock
- monitoring:

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- compliance with AS5034 requirements
- gas system alarms
- regulator pressures.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB302 Conduct a product tasting for alcoholic beverages

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB222A Conduct a product tasting for alcoholic beverages. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set up and conduct product tastings of alcoholic beverages and provide information on the key characteristics of the alcohol on offer for tasting. It requires the ability to taste and self-evaluate products on offer, set up and conduct tastings, interact with customers and maintain products at optimum quality throughout the product tasting.

Application of the Unit

This unit applies to hospitality, retail and wholesale organisations which conduct product tastings of wines, beers, spirits or liqueurs.

It applies to frontline sales and operational personnel who operate with some level of independence and under limited supervision. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers and bar attendants.

Licensing/Regulatory Information

The sale and service of alcohol, including within product tastings, is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITHFAB201	Provide responsible service of alcohol

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Taste and evaluate alcoholic beverages.	1.1 Identify basic characteristics of ***alcoholic beverages*** using sensory evaluation techniques. 1.2 Use information from evaluations to prepare for tastings.
2. Set up and serve tasting samples.	2.1 Set up ***tasting area***, ***equipment and supplies*** according to safety procedures and organisational standards. 2.2 Make tasting environment conducive to effective tasting. 2.3 Prepare and open products using techniques appropriate to particular product characteristics. 2.4 Pour and present product to customers according to legal requirements and organisational standards. 2.5 Serve tasting samples in an order that allows the customer to experience different product characteristics most effectively. 2.6 Collect and dispose of tasting waste according to safety, hygiene and other organisational requirements.
3. Interact with customers during tasting.	3.1 Proactively provide relevant and correct information on alcoholic beverage products to customers. 3.2 Encourage customers to ask questions or provide opinions on products being served. 3.3 Correctly answer ***customer questions*** about alcoholic beverage products and provide appropriate assistance with selections. 3.4 Facilitate tasting by customers according to responsible service of alcohol procedures.
4. Maintain and rotate alcoholic beverage products.	4.1 Maintain the quality of open and closed alcoholic beverages according to product characteristics.

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4.2 Store and rotate products to ensure optimum quality.

4.3 Identify ***beverage product faults*** and substitute other stocks or products.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - determine customer preferences and offer suitable products for tasting
  - develop rapport and engage customers in the tasting of various products
- critical thinking skills to evaluate the site where product tastings are conducted and set up an appealing and safe tasting environment
- learning skills to continuously update knowledge of alcoholic beverages on offer for tasting
- literacy skills to:
  - read and interpret organisational standards for:
    - presentation of the tasting area
    - display of product and promotional material
    - responsible service of alcohol procedures for tastings
  - research information on the product on offer at the tasting
- numeracy skills to:
  - calculate sampling quantities for each pour
  - measure and determine the correct temperature for storing and serving alcohol
- planning and organising skills to co-ordinate the set up and conduct of a tasting
- problem-solving skills to identify product faults and respond by substituting other stock
- self-management skills to take responsibility for coordinating the product tasting
- technology skills to use tasting equipment including temperature control devices.

Required knowledge

- sensory evaluation techniques and their relevance to wines, beers, spirits and liqueurs including:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- attributes of tasting areas that appeal to customers, allow for free flowing customer traffic and provide a safe environment for staff and customers
- ways of ensuring conducive environment for tasting:

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  - neutralising odours
  - eradicating or reducing noise
  - optimising light conditions
- organisational standards for:
  - presentation of the tasting area
  - display of product and promotional material
  - serviceware for alcoholic beverages, glass or plastic
- key characteristics of:
  - Australian and international wine types
  - main Australian wine producing areas
- key characteristics of the main grape varieties and wine types, including:
  - red, including cabernet sauvignon, shiraz, pinot noir and merlot
  - white, including semillon, sauvignon blanc, riesling and chardonnay
  - blended wines, including cabernet sauvignon, merlot, semillon and sauvignon blanc
  - sparkling wines
  - popular fortified wines, including sherry, port, muscat, vermouth, tokay and marsala
  - dessert wines
  - compatibility with different types of food
- key characteristics of Australian and imported beers, spirits and liqueurs including ready to drink products:
  - flavour
  - compatibility with different types of food
- correct order for tasting of products on offer
- for the particular products on offer for tasting:
  - content of beverage labels and interpretation of descriptive meaning
  - compatibility with different types of food
  - optimum presentation and storage conditions to ensure quality
- indicators of common faults with products
- hygiene practices for the handling and use of:
  - glassware
  - spittoons
  - opened products
  - other tableware
- organisational procedures for the responsible service of alcohol during product tastings
- correct and environmentally sound disposal methods for tasting waste especially for recyclable glass and plastic bottles and sampling glasses.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- set up and conduct tastings for a diverse range of wines, beers, spirits and liqueurs on multiple occasions
- maintain products at optimum quality throughout the product tasting sessions
- interact with customers to provide accurate product information and satisfy their questions
- integrate knowledge of:
  - key characteristics of Australian and imported wines, beers, spirits and liqueurs
  - key characteristics of the specific alcoholic beverages on offer for tasting
  - attributes of tasting areas that appeal to customers and that provide a safe environment
  - organisational standards for product presentation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality, cellar door or retail service industry environment, where product tastings are conducted and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training outlet servicing customers
- industry-realistic ratios of service staff to customers
- current product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- a commercial range of alcoholic beverages to be tasted
- tasting equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual:
  - choosing an appropriate location and setting up in a safe and conductive area for product tastings

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- interacting with customers during a product tasting
- maintaining products at optimum quality throughout the product tasting sessions

- project activities that allow assessment of the individual's ability to:
  - research information about key characteristics of a selected range of wines, beers, spirits and liqueurs for which they will conduct a product tasting
  - make a presentation on those products
- written or oral questioning to assess knowledge of:
  - key characteristics of Australian and imported wines, beers, spirits and liqueurs
  - key characteristics of the specific alcoholic beverages on offer for tasting
  - attributes of tasting areas that appeal to customers and provide a safe environment
  - organisational standards for product presentation
  - review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB304 Provide advice on beers, spirits and liqueurs
- SITHFAB305 Provide advice on Australian wines
- SITHFAB306 Provide advice on imported wines
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Alcoholic beverages may include:

- beer
- fortified wines
- liqueurs
- sparkling wines
- spirits

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	• still wines.
Tasting area, ***equipment and supplies*** may include:	• chilling equipment • evaluation sheets • glassware • ice • light food • napkins • opening devices • promotional and pricing literature • spittoons or spit buckets • tables and tableware • tasting notes • wine lists.
Customer questions may relate to:	• cellaring requirements • comparisons between products • food and beverage matching • optimum time to drink • value for money.

Beverage product faults may include:	• cork problems:
	  • ageing
	  • bleeding
	  • drying
	  • expansion
	  • oxidation
	  • shrinking
	• excessive hydrogen sulphide
	• haze
	• oxidation
	• tartrates.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB303 Prepare and serve cocktails

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB015A Prepare and serve cocktails. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. One prerequisite unit removed. SITXFSA101 Use hygienic practices for food safety, and SITHFAB201 Provide responsible service of alcohol retained as prerequisites.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of organisational and traditional specific cocktails. It requires the ability to promote, prepare and present attractive cocktails and experiment with ideas to develop new cocktail recipes.

Application of the Unit

This unit applies to any hospitality organisation which operates a cocktail bar including hotels, restaurants and clubs.

The preparation of cocktails is a high order technical bar attendant skill used by experienced beverage attendants who operate independently or with limited guidance from others.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

Pre-Requisites

This unit must be assessed after the following prerequisite units:

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SITHFAB201	Provide responsible service of alcohol
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Promote cocktails to customers.	1.1 Use ***display materials*** to promote cocktails. 1.2 Offer customers accurate information about the style and ***range of cocktails*** available and encourage their purchase. 1.3 Check and identify ***specific customer preferences*** and take orders. 1.4 Make recommendations and suggestions to assist customers with drink selection, and promote or upsell products.
2. Prepare cocktails.	2.1 Select appropriate cocktail glassware and ***equipment*** and use them according to organisational and traditional industry standards. 2.2 Make cocktails correctly and efficiently according to organisational and traditional ***recipes***. 2.3 Consider eye appeal, texture, flavour and required temperature in preparing cocktails. 2.4 Evaluate presentation of cocktails and make adjustments before serving. 2.5 Experiment with creative and complementary combinations of ***alcoholic*** and ***non-alcoholic*** ingredients to develop new cocktails.
3. Present cocktails.	3.1 Present cocktails attractively and maximise eye appeal. 3.2 Use garnishes and decorations according to organisational and traditional standards. 3.3 Avoid wastage and spillage during service.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with customers in a polite and friendly manner
  - determine customer preferences and offer suitable products
  - provide clear and accurate information tailored to the customer
- initiative and enterprise skills to promote and upsell products and to develop new and appealing cocktails
- literacy skills to:
  - read and interpret cocktail menus, brochures, price lists, promotional materials and organisational and traditional recipes
  - write recipes for newly developed cocktails
- numeracy skills to:
  - calculate ingredient quantities for the preparation of cocktails
  - accurately measure standard drink ingredients
- planning and organising skills to sequence the preparation of cocktails to efficiently serve customers
- problem-solving skills to identify deficiencies in cocktail quality and make adjustments to ensure a quality product
- self-management skills to manage own speed, timing and productivity
- technology skills to use cocktail preparation equipment.

Required knowledge

- major types of alcoholic ingredients, their characteristics and origins including:
  - spirits and liqueurs
  - vermouths, bitters and fortified wines
- major types of cocktails and their characteristics, preparation techniques and service including:
  - blended
  - built
  - floated
  - muddled
  - shaken
  - stirred
- traditional recipes and preparation methods for popular cocktails including:
  - bloody mary

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  - brandy alexander
  - champagne cocktail
  - daiquiri
  - margarita
  - martini
  - piña colada
  - screwdriver
  - tom collins
  - whisky sour
- recipes, preparation methods and presentation standards for organisation specific cocktails
- organisational and traditional industry standards for:
  - glassware used for cocktail presentation
  - garnishes and decorations used to enhance cocktails
- operational features and uses for cocktail making equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and present a diverse range of cocktails, using organisational and traditional recipes, to meet diverse customer requests including these types:
	  • blended
	  • built
	  • floated
	  • muddled
	  • shaken
	  • stirred
	• present multiple cocktails, accompaniments and garnishes attractively and decoratively that are consistent in quality, volume and appearance
	• use the correct equipment, ingredients and standard measures to prepare cocktails
	• prepare and present cocktails over multiple service periods
	• work with speed and efficiency to deal with numerous

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service tasks simultaneously
- integrate knowledge of:
  - major types of cocktails and their characteristics
  - traditional and organisation recipes and preparation methods for popular cocktails
  - organisational and traditional industry standards for presentation.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational bar with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing cocktails; this may be a:
  - real industry workplace
  - simulated industry environment such as a training bar servicing customers
- industry-realistic ratios of bar staff to customers
- commercial cocktail bar menus, brochures, price lists and promotional materials currently used by the hospitality industry
- traditional recipes, preparation methods and presentation standards for cocktails
- a wide commercial range of cocktail bar stock including spirits, fortified wines, liqueurs and non-alcoholic ingredients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing and serving cocktails at a fully equipped commercial cocktail bar
- evaluation of the taste and visual appeal of cocktails produced by the individual
- evaluation of new cocktails developed by the individual
- project activities which allow assessment of the individual's ability to operate cocktail service for a themed event function or meeting
- written or oral questioning to assess knowledge of:
  - major types of cocktails and their characteristics
  - organisational and traditional recipes and preparation methods for popular cocktails
  - traditional industry and organisational standards for presentation
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB101 Clean and tidy bar areas
- SITHFAB202 Operate a bar
- SITXCCS303 Provide service to customers
- SITXFIN201 Process financial transactions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Display materials include:

- brochures
- cards
- descriptive menus
- lists
- photographs.

Range of cocktails include:

- blended
- built
- floated
- muddled
- shaken
- stirred.

Specific customer preferences may relate to:

- brands
- garnishes
- glassware
- ice
- mixers
- strength.

Equipment includes:

- bar towels
- blender
- Boston Glass (mixing glass)
- coasters
- cocktail shakers
- cutting board
- garnish containers
- glass chillers

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- glass washer
- Hawthorn glasses and strainer
- ice:
  - buckets
  - crusher
  - make
  - shaver
  - grinder
- jugs
- juicers
- muddler
- pourers:
  - speed
  - optic
  - inverted optic
  - nip measures
- utensils including:
  - small knives
  - tongs
  - spoons including bar spoons, teaspoons
- refrigerator
- industry standard and specialised cocktail glassware for different bases spirits
- spirit measures
- service trays and liners
- straws, swizzle sticks, coasters, napkins, toothpicks
- vitimiser
- waiter's friend
- zester.

Recipes include those developed by the organisation as well as traditional recipes such as:

- black velvet
- bloody mary
- brandy alexander
- brandy crusta
- champagne cocktail
- daiquiri
- grasshopper
- margarita
- martini
- piña colada

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	• screwdriver • tequila sunrise • tom collins • whisky sour • white Russian.
Alcoholic ingredients for cocktails include:	• spirits • fortified wines • liqueurs.
Non-alcoholic ingredients for cocktails include:	• bitters • cordials • eggs • fruit and vegetable juices • fruit and vegetables • milk and cream • salt • spices • sugar • sugar syrup.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB304 Provide advice on beers, spirits and liqueurs

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB323A Provide advice on beers, spirits and liqueurs. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. SITHFAB201 Provide responsible service of alcohol added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of local and imported beers, spirits and liqueurs, provide advice to customers on their selection and to continuously extend personal product knowledge.

Application of the Unit

This unit applies to hospitality, retail and wholesale organisations which sell beers, spirits and liqueurs.

It applies to senior personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of beers, spirits and liqueurs. This includes beverage sales consultants, bar specialists, sommeliers and senior bar and food and beverage attendants.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITHFAB201	Provide responsible service of alcohol

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate beers, spirits and liqueurs.	1.1 Identify and explore the characteristics of a range of both Australian and imported ***beers***, ***spirits and liqueurs*** using ***sensory evaluation techniques***. 1.2 Review ***other information*** about beers, spirits and liqueurs to complement the sensory evaluation process. 1.3 Develop informed opinions about beers, spirits and liqueurs to support ***work*** as a beverage specialist.
2. Handle, store and monitor beers, spirits and liqueur products.	2.1 Store and cellar products according to ***particular requirements*** for different beers, spirits and liqueurs. 2.2 Monitor product quality and recognise ***impaired quality*** based on a broad knowledge of beers, spirits and liqueurs. 2.3 Resolve issues with beverage quality through accurate identification of faults and appropriate corrective action.
3. Advise customers on beers, spirits and liqueurs.	3.1 Provide accurate advice about Australian and imported beers, spirits and liqueurs to customers. 3.2 Discuss the different styles and features of beers, spirits and liqueurs with customers, taking account of customer level of knowledge. 3.3 Assist customers in selecting beverages according to taste and price preferences.
4. Extend and update own knowledge of beers, spirits and liqueurs.	4.1 Conduct ***formal and informal research*** to access current, accurate and relevant information about beers, spirits and liqueurs. 4.2 Identify customer taste trends based on customer contact and workplace experience.

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4.3 Source information on current and emerging ***beverage service trends*** and customer preferences.

4.4 Provide informed input about beers, spirits and liqueurs to support ***organisational activities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate advice about beers, spirits and liqueurs and to discuss and debate different ideas and opinions about products
- critical thinking skills to evaluate wide ranging information about beers, spirits and liqueurs
- learning skills to continuously update knowledge of beers, spirits and liqueurs
- literacy skills to:
  - read and interpret detailed product information, promotional material and reviews about beers, spirits and liqueurs
  - research information on current and emerging beverage service trends and customer preferences
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to schedule regular checks on the storage of beverage products
- problem-solving skills to identify product faults and make judgments about appropriate remedial action
- self-management skills to take responsibility for sourcing and updating current and emerging product information
- teamwork skills to share current knowledge and new information with colleagues.

Required knowledge

- sensory evaluation techniques and their relevance to different types of beers, spirits and liqueurs including:
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- past, current and emerging trends in the Australian liquor industry
- overview of international trends in beers, spirits and liqueurs
- production methods for beers, spirits and liqueurs and the way that production affects the final product
- key structural components of beers, spirits and liqueurs
- characteristics of both Australian and imported beers, spirits and liqueurs including:

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  - low alcohol, light, mid-strength and full strength beers
  - different beer types – draught, stout, golden, pale or brown ale, porter, wheat, blonde, lager, pilsner and bock
  - a range of spirits to include vodka, gin, brandy, whisky, tequila, cognac, Armagnac and ready to drink items
  - a range of liqueurs to include Drambuie, DOM Benedictine, Cointreau, Grand Marnier, Chartreuse, Baileys Irish Cream and Galliano and sake
- factors that affect the quality of different beers, spirits and liqueurs
- storage requirements for different beers, spirits and liqueurs
- safety and hygiene issues of particular relevance to the handling and storage of beers, spirits and liqueurs, including:
  - general awareness of potential dangers associated with inert gases used in beverage dispensing systems, and their impact on different workers
  - signage used for areas of restricted access
- overview of the types of foods that match successfully with different beers, spirits and liqueurs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• identify the characteristics and evaluate a range of local and imported beers, spirits and liqueurs using sensory evaluation techniques including:
	  • smell or nose appraisal
	  • taste appraisal
	  • visual appraisal
	• provide advice to customers on their selection
	• maintain and continuously extend personal product knowledge to enhance organisational activities
	• integrate knowledge of:
	  • past, current and emerging trends in the Australian liquor industry
	  • characteristics of Australian and imported beers, spirits and liqueurs.

Context of and specific	Assessment must ensure use of:

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resources for assessment

- a hospitality, liquor or retail industry business operation which sells beer, spirits and liqueurs and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training outlet servicing customers
- industry-realistic ratios of service staff to customers
- other people with whom the individual can interact to discuss beverage characteristics and options, and to answer varied questions about beers, spirits and liqueurs
- current product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- a wide commercial range of Australian and imported beers, spirits and liqueurs.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing advice to customers or colleagues about beers, spirits and liqueurs
- observation of a presentation on selected beer, spirit or liqueur products
- project activities that allow assessment of the individual's ability to research information about beers, spirits or liqueurs and write beverage menus and lists which meet the customer preferences of a given hospitality organisation
- written or oral questioning to assess knowledge of:
  - past, current and emerging trends in the Australian liquor industry
  - characteristics of Australian and imported beers, spirits and liqueurs
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB201 Provide responsible service of alcohol
- SITHFAB302 Conduct a product tasting for alcoholic beverages
- SITHFAB307 Provide table service of food and beverage
- SITHFAB308 Provide silver service
- SITXCCS303 Provide service to customers.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Beers**, **spirits and liqueurs include:

- basic spirits (local and imported)
- beer strengths
- beer types
- mid and top range spirits
- traditional and contemporary liqueurs.

Sensory evaluation techniques include:

- smell or nose appraisal:
  - techniques for releasing aroma and bouquet
  - recognising ‘off’ odours
  - assessing intensity of aromas
  - describing smell characteristics
  - assessing age
- taste appraisal:
  - techniques for releasing flavours (sucking in air, swirling over taste buds)
  - spitting techniques
  - recognising acidity, sweetness, weight or body, length, faults
  - assessing balance of wine features on the palate
- visual appraisal:
  - use of light and background
  - intensity and type of colour
  - clarity
  - identifying ‘legs’ or ‘tears’ to assess alcohol content.

Other information may include:

- details of production methods
- presentation sessions from wholesalers or distributors
- product reviews
- promotional information
- reference texts on beers, spirits and liqueurs.

Work might involve:

- conducting specialised tastings
- developing beverage list suggestions
- making presentations on beers, spirits and liqueurs

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	• providing brewery tours • selling beers, spirits and liqueurs to corporations or individuals.
Particular requirements may relate to:	• amount of UV light • humidity • shelf life • stock rotation • temperature • vibrations.
I***mpaired quality*** might relate to:	• cloudiness • cork problems • flat products.
Formal and informal research may include:	• attending trade shows and product tastings • using the Internet • taking up membership of associations and industry bodies • reading general and trade media and supplier information • reading reference books • talking to product suppliers, winemakers, brewers.
Beverage service trends may relate to:	• contemporary eating and drinking habits • cultural and ethnic influences • major events and festivals • media influence • seasonal and popular influences.

Organisational activities may include:	• conducting product tastings and tours
	• providing product advice and selling beverages to customers
	• selecting or assisting with selection of products from suppliers
	• writing or providing input to:
	  • beverage menus
	  • beverage lists
	  • food and beverage matching menus.

Unit Sector(s)

Hospitality

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Competency Field

Food and Beverage

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SITHFAB305 Provide advice on Australian wines

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB325A Provide specialised advice on Australian wines. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisites removed. SITHFAB201 Provide responsible service of alcohol retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of Australian wines, provide advice to customers on their selection and to continuously extend personal product knowledge.

Application of the Unit

This unit applies to hospitality, winery, retail and wholesale organisations which sell Australian wines.

It applies to senior personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of Australian wines. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers and senior bar and food and beverage attendants.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHFAB201	Provide responsible service of alcohol

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate Australian wines.	1.1 Identify and explore the characteristics of Australian wines from all major and emerging Australian wine regions using the full range of ***sensory evaluation techniques***.
	1.2 Review ***other information*** about viticulture and specific wine styles, regions and production methods to complement the sensory evaluation process.
	1.3 Develop informed opinions about Australian wines that support ***work*** as a specialist in wine.
2. Handle, store and monitor Australian wine products.	2.1 Store and cellar Australian wine according to ***particular requirements*** of different wines.
	2.2 Monitor wine quality and recognise ***impaired quality*** based on in depth knowledge of Australian wines.
	2.3 Resolve issues with wine quality through accurate identification of faults and appropriate corrective action.
	2.4 Decant wines using techniques appropriate to the variety, style and vintage of wine.
3. Advise customers on Australian wines.	3.1 Provide accurate information and assistance on different Australian wine options.
	3.2 Discuss and debate wine characteristics, origins and production methods with customers, taking account of the customers' level of wine knowledge.
	3.3 Take account of ***appropriate and ethical business***

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	considerations when providing advice and make adjustments accordingly.
	3.4 Assist customers with wine selections according to taste, price preferences and other specific needs.
4. Extend and update own knowledge of Australian wines.	4.1 Conduct ***formal and informal research*** to access current, accurate and relevant information about wines.
	4.2 Identify customer taste trends based on customer contact and workplace experience.
	4.3 Source information on current and emerging ***beverage service trends*** and customer preferences.
	4.4 Provide informed input about Australian wines to support ***organisational activities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate advice about wines and to discuss and debate different ideas and opinions about products
- critical thinking skills to evaluate wide ranging information about wine
- learning skills to continuously update knowledge of wines
- literacy skills to:
  - read and interpret detailed product information, promotional material and reviews about Australian wines
  - research information on current and emerging beverage service trends and customer preferences
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to schedule regular checks on the storage of beverage products
- problem-solving skills to identify product faults and make judgments about appropriate remedial action
- self-management skills to take responsibility for sourcing and updating current and emerging product information
- teamwork skills to share current knowledge and new information with colleagues.

Required knowledge

- full range of sensory evaluation techniques and their relevance to different types of wines including:
  - assessing balance of wine features on the palate
  - smell or nose appraisal

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  - taste appraisal
  - visual appraisal
- structure, history, trends and philosophies of the Australian wine industry
- place of Australian wines in the international marketplace
- general understanding of the operation of wine shows and wine medal systems in an Australian context
- characteristics of major Australian wines from all major and emerging Australian wine regions
- for each wine region, the characteristics must include:
  - different wine types and their styles
  - different production methods
  - label terminology and interpretation
  - major regional variations
  - principal grape varieties used in wine types
  - how Australian wines types and styles compare with imported wines
- broad overview of Australian geography and its impact on wine growing
- climatic classification of Australian grape-growing regions registered by the Geographical Indications Committee, including factors that influence the character of wine
- impact of the vineyard and viticultural techniques affecting the taste and style of wine
- annual cycle of a general vineyard and regional specific cycles
- wine production methods and variations for white, red, sparkling and fortified wines, including:
  - basic wine production steps and variations for different wines (harvesting, crushing, pressing, fermentation, clarification, maturing, bottling)
- new world approaches to wine making
- specific production techniques for white wine (additional clarification process – before and after fermentation, pressing, malolactic fermentation and oak usage)
- specific production techniques for red wine (fermentation on the skins, maceration techniques such as pumping over, plunging down, heading down and rotary fermenters)
- specific production techniques for sparkling wines such as traditionelle, the transfer process, tank fermentation and carbonation
- specific techniques for fortified wines
- factors that affect the style and quality of wine, including:
  - climate
  - soil
  - grape variety
  - viticultural techniques
  - storage
  - vinification techniques
- key structural components in wine and their impact on taste, including alcohol, tannin, sugar, fruit flavour
- indicators of quality in wines and analysis and diagnosis of wine faults or impairments,

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including:

- oxidation
- tartrates
- cloudiness
- cork faults
- presence of hydrogen sulphide

- wine service techniques, including serving aged wines and processes for the decanting of wine
- storage and cellaring requirements for a range of wines and reasons for these
- contributing factors of a successful wine list
- overview of the types of foods that match successfully with different wines.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify the characteristics and evaluate a range of Australian wines using sensory evaluation techniques including:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- provide advice to customers on their selection
- maintain and continuously extend personal product knowledge to enhance workplace activities
- integrate knowledge of:
  - past, current and emerging trends in the Australian wine industry
  - characteristics of Australian wines.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality, cellar door or retail industry business operation which sells Australian wines and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace

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- simulated industry environment such as a training outlet servicing customers
- industry-realistic ratios of service staff to customers
- other people with whom the individual can interact to discuss beverage characteristics and options, and to answer varied questions about Australian wines
- current product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- a wide commercial range of Australian wines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing advice to customers or colleagues about Australian wines
- observation of a presentation on selected Australian wines
- project activities that allow assessment of the individual's ability to research information about Australian wines and write beverage menus and lists which meet the customer preferences of a given hospitality organisation
- written or oral questioning to assess knowledge of:
  - past, current and emerging trends in the Australian wine industry
  - characteristics of Australian wines
  - review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB201 Provide responsible service of alcohol
- SITHFAB302 Conduct a product tasting for alcoholic beverages
- SITHFAB307 Provide table service of food and beverage
- SITHFAB308 Provide silver service
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sensory evaluation techniques include:

- assessing balance of wine features on the palate
- smell or nose appraisal:
  - techniques for releasing aroma and bouquet
  - recognising 'off' odours
  - assessing intensity of aromas
  - describing smell characteristics (e.g. fruity, vegetal, spicy)
  - assessing age
- taste appraisal:
  - techniques for releasing wine flavours (sucking in air, swirling wine over taste buds)
  - spitting techniques
  - recognising acidity, sweetness, weight or body, length, note, wine faults
- visual appraisal:
  - wine swirling and glass handling
  - use of light and background
  - intensity and type of colour
  - clarity
  - identifying 'legs' or 'tears' to assess alcohol or glycerol content.

Other information may include:

- details of production methods
- information on wines currently listed in the Australian Wine and Brandy Corporation (AWBC) Register of Protected Names
- presentation sessions from growers, wholesalers, distributors
- product reviews
- promotional information
- reference texts on wines.

Work may involve:

- making presentations on wine
- selling wine to corporations
- selling wine to individuals
- conducting specialised wine tastings
- developing wine list suggestions
- providing winery tours.

Particular requirements may relate to:

- amount of UV light
- humidity

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	• shelf life • stock rotation • temperature • vibrations.
Impaired quality might relate to:	• cloudiness • cork faults • oxidation • presence of hydrogen sulphide • tartrates.
Appropriate and ethical business considerations may include:	• current stock • profitability requirements • range being promoted • stock availability • supplier arrangements.
Formal and informal research may include:	• attending trade shows • attending wine tastings • reading general and trade media and supplier information • reading wine reference books • taking up membership memberships of associations and industry bodies • talking to product suppliers, winemakers and vineyard managers • using the Internet.
Beverage service trends may relate to:	• contemporary eating and drinking habits • cultural and ethnic influences • major events and festivals • media influence • seasonal and popular influences.

Organisational activities may include:	• conducting product tastings and tours
	• providing product advice and selling beverages to customers
	• selecting or assisting with selection of products from suppliers
	• writing or providing input to:
	  • beverage menus
	  • beverage lists
	  • food and beverage matching menus.

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Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB306 Provide advice on imported wines

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB326A Provide specialised advice on imported wines. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisites removed. SITHFAB201 Provide responsible service of alcohol retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of imported wines, provide advice to customers on their selection and to continuously extend personal product knowledge.

Application of the Unit

This unit applies to hospitality, retail and wholesale organisations which sell imported wines.

It applies to senior personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of imported wines. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers and senior bar and restaurant personnel.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHFAB201	Provide responsible service of alcohol

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate imported wines.	1.1 Identify and explore the characteristics of a range of ***imported wines*** using the full range of ***sensory evaluation techniques***. 1.2 Review ***other information*** about viticulture and specific imported wine styles, regions and production methods to complement the sensory evaluation process. 1.3 Develop informed opinions about imported wine that support ***work as a specialist in wine***.
2. Handle, store and monitor imported wine products.	2.1 Store and cellar imported wine according to ***particular requirements*** of different wines. 2.2 Monitor wine quality and recognise ***impaired quality*** based on in depth knowledge of wines. 2.3 Resolve issues with wine quality through accurate identification of faults and appropriate corrective action. 2.4 Decant wines using techniques appropriate to the variety, style and vintage of wine.
3. Advise customers on imported wines.	3.1 Provide accurate information and assistance about different imported wine options. 3.2 Discuss and debate wine characteristics, origins and production methods with customers, taking account of customer level of wine knowledge. 3.3 Take account of ***appropriate and ethical business considerations*** when providing advice and make adjustments

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	accordingly. 3.4 Assist customers with wine selections according to taste, price preferences and other specific needs.
4. Extend and update own knowledge imported wines.	4.1 Conduct ***formal and informal research*** to access current, accurate and relevant information about imported wines. 4.2 Identify trends in customer tastes based on direct contact and workplace experience. 4.3 Source information on current and emerging ***beverage service trends*** and customer preferences. 4.4 Provide informed input about Australian wines to support ***organisational activities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate advice about imported wines and to discuss and debate different ideas and opinions about products
- critical thinking skills to evaluate wide ranging information about wine
- learning skills to continuously update knowledge of international wines
- literacy skills to:
  - read and interpret detailed product information, promotional material and reviews about imported wines
  - research information on current and emerging beverage service trends and customer preferences
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to schedule regular checks on the storage of beverage products
- problem-solving skills to identify product faults and make judgments about appropriate remedial action
- self-management skills to take responsibility for sourcing and updating current and emerging product information
- teamwork skills to share current knowledge and new information with colleagues.

Required knowledge

- the full range of sensory evaluation techniques and their relevance to different types of wines:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal

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    - visual appraisal
- structure, history, trends and philosophies of:
    - the international wine industry
    - the major international wine producing nations
    - general understanding of the operation of wine shows and wine medal systems in an international context
- characteristics of major imported wines including those from:
    - emerging wine growing countries
    - Europe
    - New Zealand
    - North and South America
    - South Africa
- for each wine region, the characteristics must include:
    - different wine types and their styles
    - different production methods
    - label terminology and interpretation
    - major regional variations
    - principal grape varieties used in wine types
    - a broad overview of wine production and naming laws
- broad overview of relevant geography and its impact on wine growing
- impact of the vineyard and viticultural techniques affecting the taste and style of wine
- annual cycle of a general vineyard and regional specific cycles
- wine production methods and variations for white, red, sparkling and fortified wines, including:
    - basic wine production steps and variations for different wines (harvesting, crushing, pressing, fermentation, clarification, maturing, bottling)
    - old world approaches to wine making and attitudes to new world wine making
    - specific production techniques for white wine (additional clarification process – before and after fermentation, pressing, malolactic fermentation and oak usage)
    - specific production techniques for red wine (fermentation on the skins, maceration techniques such as pumping over, plunging down, heading down and rotary fermenters
    - specific production techniques for sparkling wines such as traditionelle, the transfer process, tank fermentation and carbonation
    - specific production techniques for fortified wines
- factors that affect the style and quality of wine, including:
    - climate
    - soil
    - grape variety
    - viticultural techniques
    - storage
    - vinification techniques

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- key structural components in wine and their impact on taste, including alcohol, tannin, sugar, fruit flavour
- indicators of quality in wines and analysis and diagnosis of wine faults or impairments, including:
  - oxidation
  - tartrates
  - cloudiness
  - cork faults
  - presence of hydrogen sulphide
- wine service techniques, including serving aged wines and processes for the decanting of wine
- storage and cellaring requirements for a range of wines and reasons for these contributing factors of a successful wine list
- overview of the types of foods that match successfully with different wines.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- evaluate a range of imported wines using sensory evaluation techniques including:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- identify the characteristics of imported wines from:
  - emerging wine growing countries
  - Europe
  - New Zealand
  - North and South America
  - South Africa
- provide advice to customers on their selection
- maintain and continuously extend personal product knowledge to enhance organisational activities
- integrate knowledge of:
  - past, current and emerging trends in the international

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wine industry
- characteristics of international wines.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality, wine or retail industry business operation which sells imported wines and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training outlet servicing customers
- industry-realistic ratios of bar staff to customers
- other people with whom the individual can interact to discuss beverage characteristics and options, and to answer varied questions about imported wines
- current product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- a wide commercial range of imported wines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing advice to customers or colleagues about imported wines
- observation of a presentation on selected imported wines
- project activities that allow assessment of the individual's ability to research information about imported wines and write beverage menus and lists which meet the customer preferences of a given hospitality organisation
- written or oral questioning to assess knowledge of:
  - past, current and emerging trends in the international wine industry
  - characteristics of international wines
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB201 Provide responsible service of alcohol
- SITHFAB302 Conduct a product tasting for alcoholic beverages
- SITHFAB307 Provide table service of food and beverage
- SITHFAB308 Provide silver service
- SITXCCS303 Provide service to customers.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Imported wines include those from:

- emerging wine growing countries
- Europe
- New Zealand
- North and South America
- South Africa.

Sensory evaluation techniques include:

- smell or nose appraisal:
  - techniques for releasing aroma and bouquet
  - recognising ‘off’ odours
  - assessing intensity of aromas
  - describing smell characteristics (e.g. fruity, vegetal, spicy)
  - assessing age
- taste appraisal:
  - techniques for releasing wine flavours (sucking in air, swirling wine over taste buds)
  - spitting techniques
  - recognising acidity, sweetness, weight or body, length, wine faults
  - assessing balance of wine features on the palate
- visual appraisal:
  - wine swirling and glass handling
  - use of light and background
  - intensity and type of colour
  - clarity
  - identifying ‘legs’ or ‘tears’ to assess alcohol or glycerol content.

Other information may include:

- details of production methods
- presentation sessions from growers, wholesalers, distributors, visiting winemakers
- product reviews
- promotional information
- reference texts on wines.

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Work as a specialist in wine might involve:	• conducting specialised wine tastings • developing wine list suggestions • making presentations on wine • providing winery tours • selling wine to corporations • selling wine to individuals.
Particular requirements may relate to:	• amount of UV light • humidity • shelf life • stock rotation • temperature • vibrations.
Impaired quality might relate to:	• cloudiness • cork faults • oxidation • presence of hydrogen sulphide • tartrates.
Appropriate and ethical business considerations may include:	• current stock • profitability requirements • range being promoted • stock availability • supplier arrangements.
Formal and informal research may include:	• attending trade shows • attending wine tastings • reading general and trade media and supplier information • reading wine reference books • taking up memberships of associations and industry bodies • talking to product suppliers, winemakers and vineyard managers • using the Internet.
Beverage service trends may relate to:	• contemporary eating and drinking habits • cultural and ethnic influences • major events and festivals • media influence • seasonal and popular influences.
Organisational activities may include:	• conducting product tastings and tours • providing product advice and selling beverages to customers • selecting or assisting with selection of products from suppliers

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- writing or providing input to:
  - beverage menus
  - beverage lists
  - food and beverage matching menus.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB307 Provide table service of food and beverage

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITHFAB004A Provide food and beverage service. Title changed to better reflect the intent and content of the unit. Duplication of tasks covered in holistic unit SITHIND301 Work effectively in hospitality service removed. Unit refocussed to cover the technical skills required to provide table services of food and alcoholic beverages. Significant change to all facets of the unit. One prerequisite unit removed. SITXFSA101 Use hygienic practices for food safety retained as prerequisite. SITHFAB201 Provide responsible service of alcohol added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide quality table service of food and beverage in à la carte or fine-dining settings. It covers high order service techniques to prepare the restaurant for the service period, provide food and beverage advice to customers, serve and clear food and beverage and to complete end of service tasks.

Fundamental technical skills for food and beverage service are covered by the unit SITHFAB206 Serve food and beverage.

Application of the Unit

This unit applies to hospitality organisations where table service of food and beverage is provided, such as restaurants, dining rooms and function venues.

It applies to food and beverage attendants who work with some independence and under limited supervision. They may provide operational advice and support to team members.

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Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

Pre-Requisites

This unit must be assessed after the following prerequisite units:	
SITHFAB201	Provide responsible service of alcohol
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare restaurant for service.	1.1 Access ***organisational information*** and prioritise and sequence tasks for the service period. 1.2 Complete ***set up*** of dining area and mise en place requirements according to the ***style of service*** and menu options. 1.3 Check and adjust ***dining environment*** to ensure comfort and ambience for customers.
2. Provide food and beverage advice to customers.	2.1 Welcome customers and offer available ***pre-meal services***. 2.2 Allocate tables, seat customers and provide napkin service. 2.3 Present food and beverage menus and provide ***product information***. 2.4 Give clear explanations and descriptions and use correct terminology and pronunciation to describe food and beverage

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	menu options. 2.5 Answer questions and make recommendations to assist with drink and meal selection. 2.6 Assist customers with selection of food and beverage matching and promote or upsell products. 2.7 Take customer orders, verify selection and operate ***ordering system*** according to organisational procedures. 2.8 Provide and adjust glassware, serviceware and cutlery suitable for menu and drink choices.
3. Serve and clear meals.	3.1 Collect meals from kitchen and check for accuracy and presentation. 3.2 Use appropriate techniques to carry and place plates containing meals and serve to the correct person. 3.3 Check customer satisfaction at the appropriate time. 3.4 Monitor flow of service and meal delivery and resolve any delays or deficiencies in service. 3.5 Use appropriate techniques to clear and carry multiple used plates and other serviceware. 3.6 Clear used items at the appropriate time during service with minimal disruption to customers.
4. Serve and clear alcoholic beverages.	4.1 Select beverages and check both temperature and presentation prior to serving. 4.2 Load, carry and unload trays where required, safely and avoiding spillage. 4.3 Present beverages selected by customers and verify choice. 4.4 Open and serve beverages correctly, safely and without spillage. 4.5 Pour beverages as required according to organisational and industry standards. 4.6 Refill glasses during service, with minimal disruption to customers. 4.7 Remove used and unused glassware from tables at the appropriate time.
5. Work cooperatively as part of the service team.	5.1 Liaise with kitchen, bar and other waiting staff before, during and after service to maximise efficient customer service. 5.2 Complete ***end of shift duties***. 5.3 Provide handover to incoming restaurant colleagues and share relevant information. 5.4 Review and evaluate services with colleagues and suggest service improvements. 5.5 Undertake tasks according to ***environmental considerations***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - interact with customers in a polite and friendly manner
  - determine customer preferences and offer suitable products
  - provide clear and accurate information tailored to the customer
- critical thinking skills to evaluate the standard of presentation of the dining area against organisational standards
- initiative and enterprise skills to promote or upsell products
- literacy skills to:
  - read and interpret menu items and specials
  - record customer orders and write clear and precise notes on special requests
- numeracy skills to calculate timing of service across multiple tables
- planning and organising skills to monitor flow of service and meal delivery and to serve and clear food at the appropriate time during service
- problem-solving skills to identify delays or deficiencies in service or products and address to ensure customer satisfaction
- self-management skills to take responsibility for own speed, timing and productivity
- teamwork skills to work cooperatively as part of the floor team
- technology skills to use computerised ordering systems.

Required knowledge

- work flow structures for service within food and beverage service environments
- roles and responsibilities of a range of food and beverage attendants within a restaurant
- meaning of mise en place for food and beverage service and mise en place requirements for different service styles and menu options
- organisational and traditional standards for table setting of glassware, crockery and cutlery
- ways of dressing and setting tables for a range of different service styles for restaurants and functions
- napkin folding styles for different restaurant and function settings and occasions
- organisational and traditional dining room set-ups for different types of restaurant and function venues, including furniture, seating and decoration
- a range of food and beverage service styles and types of menus used in different hospitality contexts, including buffet, tray, plate and silver service
- comprehensive product knowledge of food and beverage items offered during the service period
- features and uses of different types of glassware for different beverages
- techniques for:
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and other serviceware

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    - opening and pouring still and sparkling wines and other beverages
- features of industry and organisation specific:
    - computerised ordering systems
    - workflow between kitchen and front of house areas
    - ordering and service procedures
    - close down procedures for the dining venue
- environmental impacts of food and beverage service and minimal impact practices to reduce these especially those that relate to reusable resources, water and energy use
- correct and environmentally sound disposal methods for food and beverage waste including recyclable glass and plastic bottles and containers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare for and provide quality table service of food and beverage for multiple service periods
	• interact with and positively respond to the diverse demands and requests of multiple customers
	• provide full explanations and advice on food and beverage menu options
	• work with speed and efficiency to deal with numerous service and operational tasks simultaneously
	• work cooperatively as part of the service team to maximise work flow and service efficiency
	• integrate knowledge of:
	  • food and beverage service styles and types of menus
	  • work flow structure for service within food and beverage service environments
	  • comprehensive details of food and beverage menu options for the organisation.

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Context of and specific resources for assessment

Assessment must ensure use of:

- an operational restaurant with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training restaurant servicing customers
- industry-realistic ratios of service staff to customers
- kitchen staff with whom the individual can interact
- commercial food and beverage menus currently used by the hospitality industry
- freshly prepared meals including entrees, main courses, accompaniments, desserts and cheeses.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing the restaurant for service, serving food and beverage and completing end of shift duties
- direct observation of the individual undertaking specific tasks, such as dressing or setting tables
- written or oral questioning to assess knowledge of:
  - food and beverage service styles and types of menus
  - work flow structure for service within a food and beverage service environment
  - comprehensive details of food and beverage menu options for the organisation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB305 Provide advice on Australian wines
- SITHFAB306 Provide advice on imported wines
- SITHFAB310 Provide advice on food and beverage matching
- SITXCCS303 Provide service to customers.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational information may include:

- customer requests and special requirements
- job role
- menus, wine lists and specials
- reservations
- staffing availability
- station and table allocation
- table and seating requirements.

Set up includes:

- checking and preparing equipment and materials for service, including:
  - bar or cocktail lists
  - computerised ordering systems
  - condiments
  - crockery
  - cutlery
  - display and promotional materials
  - espresso machine
  - food and beverage menus
  - glassware
  - ice buckets
  - manual and electronic cash registers
  - point-of-sale equipment and stationery
  - service utensils
  - tables and chairs
  - tea and coffee-making equipment
- checking dining environment and customer facilities for cleanliness, and preparing and adjusting as appropriate
- checking tables and table settings for stability and customer and service personnel access
- setting up furniture according to legislative and organisational requirements, bookings, customer requests, and customer and staff convenience and safety
- table dressing, including:
  - flatware
  - floral arrangements
  - glassware

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- linen presentation, such as tablecloths, overlays and napkins
- paper overlays and napkins
- placemats
- serviceware.

Style of service may include:

- à la carte
- buffet
- dégustation menu
- function or event
- set menu
- silver service
- table d'hôte.

Dining environment may include:

- background noise
- floral and other decorations
- lighting
- music
- privacy
- room temperature.

Pre-meal services may include:

- bar service
- lounge and waiting areas
- valet services, including cloakroom facilities.

Product information may include:

- beverages:
  - beer
  - cocktails
  - non-alcoholic beverages
  - spirits
  - wine
- food
- location of customer facilities
- menu choices, options and availability
- recommendations for matching food and beverage
- specials.

Ordering system may be:

- electronic:
  - PALM order pad
  - touch screen
- manual
- hand written on order pad.

End of shift duties may include:

- clearing, cleaning or dismantling work area, furniture and equipment such as coffee machines
- disposing of food waste, disposables and recyclables
- general cleaning of restaurant and customer facilities

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- removing used items from service areas and transferring them to the appropriate location for cleaning
- setting up for next service, including:
  - polishing cutlery and glassware
  - storing serviceware, flatware and glassware in allocated storage areas
  - resetting and dressing tables
- storing and preparing equipment for the next service.

Environmental considerations may include:

- correct disposal of food waste, disposables and recyclables such as paper products, bottles, plastics
- minimising usage of energy and water
- minimising waste.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB308 Provide silver service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB018A Provide silver service. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide full silver service in a fine dining restaurant. It requires the ability to prepare tables for silver service and use silver service techniques to serve meals.

Application of the Unit

This unit applies to hospitality organisations where silver service of food is provided, such as a la carte or fine-dining restaurants.

Silver service standard refers to superior table service in a fine dining setting where diners are provided with a high level of personalised attention and table service. Some menu items may also be prepared and served at the table rather than being ready plated in the kitchen.

This unit applies to senior food and beverage attendants who operate independently or with limited guidance from others. They may provide operational advice and support to team members.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare tables for silver service.	1.1 ***Prepare tables*** to silver service standard, with the appropriate equipment and utensils for a given menu. 1.2 Set tables to silver service standard, with the appropriate crockery, cutlery, glassware and silverware. 1.3 Evaluate the presentation of tables and make adjustments before commencement of the service period. 1.4 Change cutlery on the table in silver service style and at the appropriate time, to suit customer choice of menu items.
2. Work in cooperation with kitchen staff.	2.1 Liaise with kitchen staff to ensure correct preparation, presentation and timing of meals. 2.2 Establish an ***appropriate relationship*** between the chef and serving staff to ensure silver service between the kitchen and dining room is maintained effectively.
3. Use silver service techniques to serve meals.	3.1 Complete mise en place requirements for silver service menu options. 3.2 Select correct ***utensils and equipment*** for silver service. 3.3 Balance servers correctly and position them appropriately at the table for silver service. 3.4 Serve food items correctly, using the appropriate silver service techniques. 3.5 Portion and place food and condiments correctly, based on advice from kitchen or head waiter. 3.6 Handle hot dishes carefully and provide advice to customers.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact with kitchen staff in a polite, professional and friendly manner
  - develop rapport with chef to discuss precision timing and presentation of meals
- critical thinking skills to evaluate the standard of presentation of the tables against organisational and traditional silver service standards
- literacy skills to read and interpret menus to determine the table setting requirements
- numeracy skills to calculate portions and quantities for individual plate service
- planning and organising skills to select appropriate serviceware for a given menu and efficiently prepare tables to silver service standard in advance of the service period
- problem-solving skills to identify deficiencies in table set up and make adjustments to ensure standards are met
- self-management skills to manage own speed, timing and productivity
- teamwork skills to work closely and harmoniously with the chef and other kitchen staff to ensure precision service of customer's meals
- technology skills to select and use silver service equipment and utensils for a given menu.

Required knowledge

- organisational and traditional industry standards for silver service table setting of glassware, crockery and cutlery
- silver service techniques for the major food types including:
  - cheese and dairy products
  - condiments and accompaniments
  - desserts and sweets
  - fish and seafood
  - fruits
  - garnishes
  - hors d'oeuvres and appetisers
  - meat and poultry
  - salads
  - sauces
  - vegetables
- for the main food types listed above:
  - features and uses of silver service utensils and equipment
  - features and uses of different crockery, cutlery
  - features and uses of serviceware for garnishes and accompaniments
- features and uses of different types of glassware for different beverages
- mise en place requirements for silver service menu options.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare for silver service and use silver service techniques to serve meals from all the major food types and for service of entrees, main courses, accompaniments, desserts and cheeses
- select and use the correct sliver service utensils, equipment, table serviceware, crockery, cutlery and glassware for the dishes and beverages served
- provide sliver service for the full service period and for multiple service periods
- work with speed and efficiency to deal with numerous silver service tasks simultaneously
- integrate knowledge of organisational and traditional standards for silver service table settings.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational restaurant with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for providing silver service; this may be a:
  - real industry workplace
  - simulated industry environment such as a training restaurant servicing customers
- industry-realistic ratios of service staff to customers
- kitchen staff with whom the individual can interact
- meals from all the major food types and for entrees, main courses, accompaniments, desserts and cheeses.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual providing silver service for several meals in a fine dining environment
	• projects that allow assessment of the individual's ability to prepare for and provide silver service for a fine dining event, function or meeting within designated deadlines
	• written or oral questioning to assess knowledge of:
	  • organisational and traditional standards for silver service table settings
	  • features and uses of silver service utensils, equipment, table serviceware, crockery, cutlery and glassware
	  • silver service techniques for all major food types and for entrees, main courses, accompaniments, desserts and cheeses
	• review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHFAB305 Provide advice on Australian wines • SITHFAB306 Provide advice on imported wines • SITHFAB310 Provide advice on food and beverage matching • SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

To ***prepare tables*** includes:	• folding napkins • placing chairs in correct position • polishing cutlery, glassware and crockery • selecting and setting up linen, glassware, cutlery and crockery according to menu requirements • using floral decorations or bud vases.
An ***appropriate relationship*** between	• communication that shows respect

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the chef and food service staff includes:	• identification of particular needs and problems • timely lodgement of orders and requests to allow for preparation and garnishing of menu items.
Utensils and equipment for silver service include:	• candles and matches or lighter • carafes for decanting red wine • condiments and accompaniments • cutlery appropriate for given menu items to be served • heated plates and hot serving utensils • service trays, platters and doilies • serving utensils • table crumber • tea and coffee service • waiter's friend • water jugs • white cotton gloves • wine baskets.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB309 Provide advice on food

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB013A Provide specialist advice on food. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide accurate information and advice on different menu options. It requires the ability to evaluate organisational menu items, provide advice to customers on their menu selection, contribute to menu design and to continuously extend personal product knowledge of food and cuisines.

Application of the Unit

This unit applies to hospitality organisations which serve food and beverage including hotels, restaurants, cafes, wineries, fine food outlets and clubs.

It applies to food and beverage attendants who operate with some level of independence and under limited supervision to provide advice to others about menu selection.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research information on food.	1.1 Identify ***sources of information*** on food. 1.2 Develop ***current knowledge*** of food to provide informed customer advice. 1.3 Evaluate the characteristics of organisational menu items using ***sensory evaluation techniques***.
2. Advise customers on menu items.	2.1 Provide accurate information on different menu options. 2.2 Discuss methods of cooking and different culinary styles in clear and simple language. 2.3 Respond courteously and correctly to customer questions on menu items. 2.4 Provide ***information*** and advice on menu items in response to ***special dietary requirements***. 2.5 Offer variations to menu items in response to customer preferences and dietary requirements. 2.6 Assist customers with menu selections according to taste, price preferences and other specific needs.
3. Contribute to menu development.	3.1 Discuss and contribute to the content of ***menus*** with appropriate managers. 3.2 Suggest a variety of menu items at different cost points to reflect the type of food outlet. 3.3 Provide information on customer feedback and preferences. 3.4 Nominate the preferences of particular ***target groups***. 3.5 Identify best selling menu items to contribute to organisational profitability.
4. Extend and update food knowledge.	4.1 Conduct ***research*** to access current, accurate and relevant information about food. 4.2 Identify customer taste trends based on customer contact and workplace experience. 4.3 Source information on current and emerging ***food service trends*** and customer preferences. 4.4 Provide informed input about food trends and menu items to support ***organisational activities***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss menu items with customers and articulate advice about food selections
- critical thinking skills to evaluate wide ranging information about food and cuisines
- learning skills to continuously update knowledge of foods and food service trends
- literacy skills to:
  - read and interpret detailed product information, promotional material, menus, recipes and reviews about cuisines
  - research information on current and emerging food service trends and customer preferences
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- problem-solving skills to recognise customer preferences and adjust advice to take account of these
- self-management skills to take responsibility for sourcing and updating current and emerging product information
- teamwork skills to share current knowledge and new information with colleagues.

Required knowledge

- major food types and their characteristics:
  - appetisers
  - cheeses
  - dishes from several major cuisines:
    - international
    - modern Australian
  - fruits and vegetables
  - meat, fish and seafood
  - salads
  - sauces and accompaniments
  - soups
  - special diets for health or cultural reasons
  - sweets and desserts
- characteristics of these major food types including:
  - ingredients
  - major suppliers
  - methods of preparation, cooking and production
  - origins and cultural background and issues
  - presentation styles

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    - service styles
    - suitability for different customers
    - typical or suitable accompaniments and garnishes
- current information on:
    - food and beverage festivals
    - market trends
    - organisation:
        - menus and specials
        - promotional activities
        - trends
        - promotional activities
    - seasonal produce
    - typical foods and wines of the local area
- meaning of:
    - drug–food interactions
    - food allergy
    - food intolerance
    - genetically modified foods
- key health and legal consequences of failing to address special dietary requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• identify the characteristics and evaluate a range of food types and organisational menu items using sensory evaluation techniques
	• provide advice to customers on menu selection
	• maintain and continuously extend personal food and menu product knowledge to enhance organisational activities
	• integrate knowledge of:
	  • major food types and their characteristics
	  • current food service market trends
	  • current organisation:
	  • menus and specials

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- promotional activities
- trends
- promotional activities.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training restaurant servicing customers
- industry-realistic ratios of service staff to customers
- other people with whom the individual can interact to discuss food and beverage characteristics and to answer varied questions about menu options
- current food and cuisine product information within descriptive menus, recipes, brochures, media reviews, information databases and computerised information sources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing advice to customers or colleagues about food and menu items
- observation of a presentation on selected food types and their characteristics
- project activities that allow assessment of the individual's ability to research information about food and menu items and write descriptive menus which meet the customer preferences of a given hospitality organisation
- written or oral questioning to assess knowledge of:
  - major food types and their characteristics
  - current food service market trends
  - current organisational menu content
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB307 Provide table service of food and beverage
- SITHFAB308 Provide silver service
- SITHFAB310 Provide advice on food and beverage matching

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- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- chefs, cooks and other food service personnel
- food and beverage reference books
- food and cooking demonstrations
- general and trade media, including print and electronic
- the Internet
- product suppliers
- recipes and menus
- trade shows and exhibitions.

Current knowledge includes:

- current food and beverage festivals
- current market trends
- organisation:
  - menus and specials
  - promotional activities
  - trends
  - promotional activities
- seasonal produce
- typical foods and wines of the local area.

Sensory evaluation techniques may include:

- smell or nose appraisal
- taste tests
- visual inspection of presentation.

Information may include:

- ingredients
- menus items that cannot be adjusted
- methods of cooking
- variations that can be achieved to suit the customer.

Special dietary requirements may include:

- cultural or religious dietary:
  - needs
  - requirements
  - sanctions
- diabetic
- exclusions for:

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- allergies
- contraindications with medicines
- food intolerance

- gluten-free
- lacto-ovo
- low-cholesterol
- low-fat
- portion size
- vegan
- vegetarian.

Menus may be:

- à la carte
- buffet
- classical
- cyclical
- degustation
- ethnic
- for a:
  - function
  - event
  - festival
- for any cuisine
- modern
- set
- table d'hôte
- seasonal.

Target groups may include:

- athletes
- health care customers
- infants, children and adolescents
- international tourists
- older people
- people from different socio-economic groups
- people from specific cultural or religious groups
- students
- those with particular nutritional interests
- young people.

Research may include:

- attending trade shows
- attending food tastings
- reading general and trade media and supplier information
- reading food reference books
- taking up membership memberships of associations and

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	industry bodies
	• talking to:
	  • chefs
	  • cooks
	  • product suppliers
	• using the Internet.

Food service trends may include:	• contemporary eating and drinking habits • cultural and ethnic influences • major events and festivals • media influence • seasonal and popular influences.
Workplace activities may include:	• conducting product tastings • providing product advice and selling food to customers • selecting or assisting with selection of products from suppliers • writing or providing input to menus.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB310 Provide advice on food and beverage matching

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB324A Provide specialised advice on food and beverage matching. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisites removed. SITHFAB201 Provide responsible service of alcohol added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of beverages and their compatibility with different food items and cuisines, provide advice to customers on their selection and to continuously extend personal product knowledge to enhance customer service.

Application of the Unit

Beverages can include wine, beer, spirits and liqueurs. This unit applies to hospitality organisations which serve food and beverage including hotels, restaurants, wineries, fine food outlets and clubs. Advice on food and beverage matching might also be provided by wholesalers to hospitality outlets and from retail liquor outlets to retail customers.

It applies to frontline sales and operational personnel who operate with some level of independence and under limited supervision to provide advice to others about the matching of beverages to food items and cuisines. This includes beverage sales consultants, bar specialists, sommeliers and other senior bar and food and beverage attendants.

Licensing/Regulatory Information

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHFAB201	Provide responsible service of alcohol

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate foods and beverages.	1.1 Assess the compatibility of both ***Australian and imported wines*** with various food items and cuisines. 1.2 Assess the compatibility of ***beers***, ***spirits and liqueurs*** with various food items and cuisines. 1.3 Determine the ways in which different methods of cooking affect food compatibility with different beverages. 1.4 Evaluate the ways in which ***food features*** affect interactions with different beverages. 1.5 Determine the ways in which ***beverage production techniques*** affect beverage compatibility with different foods.
2. Provide advice on food and beverage compatibility.	2.1 Provide ***informed opinions and ideas*** to support the selection of compatible food and beverage items. 2.2 Exchange and discuss options, ideas and information in a manner that builds positive rapport with customers and colleagues. 2.3 Provide ***tailored*** food and beverage matching advice that is appropriate to the specific need. 2.4 Take account of ***appropriate and ethical business considerations*** when providing advice. 2.5 Adapt and adjust advice appropriately to meet particular organisational requirements.

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3. Extend and update own knowledge of food and beverage compatibility.	3.1 Conduct ***research*** to access information on current and emerging ***food and beverage service trends*** and customer preferences. 3.2 Identify customer taste trends based on customer contact and workplace experience. 3.3 Provide informed input about food and beverage matching to support ***organisational activities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate advice about food and beverage matching and to discuss and debate different ideas and opinions
- critical thinking skills to evaluate wide ranging information about food and beverage compatibility
- learning skills to continuously update knowledge of food and beverage compatibility
- literacy skills to:
  - read and interpret detailed product information, promotional material and reviews about cuisines and beverages
  - research information on current and emerging food and beverage service trends and customer preferences
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- problem-solving skills to recognise customer budget and adjust advice to take account of their constraints
- self-management skills to take responsibility for sourcing and updating current and emerging product information
- teamwork skills to share current knowledge and new information with colleagues.

Required knowledge

- major food types, their characteristics and how those characteristics affect compatibility with beverages:
  - appetisers
  - cheeses
  - dishes from several major cuisines:
    - international
    - modern Australian
  - fruits and vegetables
  - meat, fish and seafood

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  - salads
  - sauces and accompaniments
  - soups
  - special diets for health or cultural reasons
  - sweets and desserts
- major methods of cookery, including those listed, and what this means for food and beverage matching:
  - baking
  - boiling
  - braising
  - deep-frying
  - grilling
  - pan-frying
  - poaching
  - roasting
  - shallow frying
  - steaming
  - stewing
  - stir-frying
- compatibility of a range of beers, spirits and liqueurs with various food items and cuisines
- compatibility of Australian and imported wines with various food items and cuisines
- overview of the chemistry of primary food and beverage components
- different ways that alcohol is used in cooking and the impact on food items
- traditional and contemporary food and beverage matches across a selection of cuisines, food types and beverage styles
- current and emerging trends in food and beverage matching in Australia and overseas
- factors to consider in achieving a balance between food and beverages on a menu.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evaluate a range of beverages and their compatibility with different food items and cuisines • provide advice to customers on their selection of compatible food and beverage items

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- maintain and continuously extend personal knowledge of compatible food items, cuisines and beverage products
- integrate knowledge of:
  - major food types, their characteristics and how those characteristics affect compatibility with beverages
  - compatibility of a range of beers, spirits, liqueurs, Australian and imported wines with various food items and cuisines.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guideline; this may be a:
  - real industry workplace
  - simulated industry environment such as a training restaurant servicing customers
- industry-realistic ratios of service staff to customers
- other people with whom the individual can interact to discuss food and beverage characteristics and matching options, and to answer varied questions about compatibility of food and beverage items
- current beverage product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- current food information within recipes and descriptive menus.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing advice to customers about the compatibility of beverage with food items and cuisines
- observation of a presentation on selected complementary food and beverage items
- project activities that allow assessment of the individual's ability to research information about various compatible food and beverages items and write matching menus which meet the customer preferences of a given hospitality outlet
- written or oral questioning to assess knowledge of:
  - major food types, their characteristics and compatibility with beverages
  - cookery methods and effect on beverage matching
- review of portfolio of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB201 Provide responsible service of alcohol
- SITHFAB307 Provide table service of food and beverage
- SITHFAB308 Provide silver service
- SITHFAB309 Provide advice on food
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Australian and imported wines includes wines from:

- all major and emerging Australian wine regions
- emerging wine growing countries
- Europe
- New Zealand
- North and South America
- South Africa.

Beers, ***spirits and liqueurs*** include:

- beer strengths
- beer types
- spirits
- traditional and contemporary liqueurs.

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Food features may relate to:	• aroma
	• taste or flavour:
	  • acidic
	  • bitter
	  • salty
	  • spicy
	  • spicy (heat)
	  • sweet
	  • umami
	• temperature:
	  • cold
	  • frozen
	  • hot
	  • warm
	• texture:
	  • clean
	  • creamy
	  • crisp
	  • crunch
	  • fibrous
	  • intensity
	  • light or heavy mouth feel
	  • marshmallow
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

Beverage production techniques may relate to:	• bottling or packaging processes • brewing practice • chemical components • fermentation processes • maturation processes • variations in raw products.
Informed opinions and ideas might be based on:	• accepted food and beverage matches • critic reviews • information from customers • recommendations from suppliers or manufacturers

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- research and reading
- results of own evaluations.

Tailored advice might consider:

- customer budget
- business objectives
- customer characteristics:
  - age
  - allergies
  - cultural origins
  - gender
- nature of the occasion:
  - duration of event
  - level of formality
  - time of day
- profitability.

Appropriate and ethical business considerations may include:

- current stock
- profitability requirements
- responsible service of alcohol
- stock availability
- supplier arrangements.

Research may include:

- attending trade shows
- attending wine tastings
- reading general and trade media and supplier information
- reading wine and beverage reference books
- taking up memberships of associations and industry bodies
- talking to product suppliers, winemakers and vineyard managers
- using the Internet.

Food and beverage service trends may relate to:

- contemporary eating and drinking habits
- cultural and ethnic influences
- developments in particular countries or cuisines
- economic trends
- health and fitness issues
- major events and festivals
- media influence
- new ideas from chefs
- seasonal and popular influences.

Organisational activities may include:

- conducting product tastings
- providing product advice and selling food and beverage to customers

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- selecting or assisting with selection of products from suppliers
- writing or providing input to:
  - food and beverage menus
  - beverage lists
  - food and beverage matching menus.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB311 Provide gueridon service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB017A Provide gueridon service. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide gueridon service in a fine dining restaurant. It requires the ability to prepare gueridon trolleys and equipment and to prepare and serve gueridon menu items.

Application of the Unit

This unit applies to hospitality organisations where gueridon service of food is provided, such as a la carte or fine-dining restaurants.

It applies to experienced food and beverage attendants who work with some independence and under limited supervision. They may provide operational advice and support to team members.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare and maintain gueridon trolleys and equipment.	1.1 Stock trolleys with clean implements, utensils and linen according to menu requirements. 1.2 Polish and clean ***equipment*** according to organisational standards and food safety procedures. 1.3 Select ingredients according to menu requirements. 1.4 Examine ingredients for quality and condition prior to display on the trolley. 1.5 Present and display foods effectively using their colours, varieties and shapes to attract customers. 1.6 Display ***promotional materials*** on trolleys. 1.7 Position trolleys appropriately for customers to view. 1.8 Clear trolleys and clean them hygienically.
2. Recommend and sell foods and dishes to customers.	2.1 Explain dish names correctly to customers, using appropriate language and terminology, to assist them in selection. 2.2 Explain the nature and features of gueridon service to customers. 2.3 Name, explain and show ingredients of food items and preparation methods.
3. Prepare and serve foods.	3.1 Prepare gueridon food dishes correctly to standard recipes according to food safety procedures. 3.2 Carve and serve meats, fish and poultry according to customer preferences. 3.3 Prepare appropriate accompaniments and finishing ingredients. 3.4 Involve customers in the preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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

- communication skills to:
  - interact with customers to explain gueridon service and menu items
  - develop rapport with customers and sell appropriate menu items
- critical thinking skills to evaluate the presentation of the gueridon trolley against traditional industry service standards
- literacy skills to read and interpret menus to determine the gueridon service requirements
- numeracy skills to calculate ingredients for gueridon menu items and serving portions for individual customers
- planning and organising skills to select appropriate gueridon equipment and ingredients for a given menu and efficiently prepare in advance of the service period
- problem-solving skills to identify deficiencies in equipment and ingredients and make adjustments to ensure standards are met
- self-management skills to manage own speed, timing and productivity
- technology skills to select and use gueridon service equipment and utensils for a given menu.

Required knowledge

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

- historical origins of gueridon service
- organisational and traditional industry standards for gueridon service
- gueridon cooking, carving and service techniques for the major food types including:
  - cheese and dairy products
  - coffees
  - condiments and accompaniments
  - desserts
  - flambé foods
  - fish and seafood
  - fruits
  - garnishes
  - hors d’oeuvres and appetisers
  - meat and poultry
  - petits fours
  - salads
  - sauces
  - vegetables

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- for the main food types listed above:
  - features and uses of gueridon trolleys
  - features and uses of gueridon cooking and service utensils
  - features and uses of serviceware for gueridon dishes
- techniques for displaying foods effectively on gueridon trolleys using their colours, varieties and shapes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Evidence of the ability to:
- prepare for gueridon service and use gueridon service techniques to prepare and serve meals from all the major food types and for service of entrees, main courses, accompaniments, desserts and cheeses
- select and safely use gueridon equipment for the dishes served
- provide gueridon service for the full service period and for multiple service periods
- work with speed and efficiency to deal with numerous service and operational tasks simultaneously
- integrate knowledge of:
  - organisational and traditional industry standards for gueridon service
  - gueridon cooking, carving and service techniques
  - features and uses of gueridon trolleys and display techniques for gueridon dishes.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational restaurant with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for providing gueridon service; this may be a:
  - real industry workplace
  - simulated industry environment such as a training restaurant servicing customers
- industry-realistic ratios of service staff to customers
- meals from all the major food types and for entrees, main

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courses, accompaniments, desserts and cheeses.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing gueridon service for several meals in a fine dining environment
- projects that allow assessment of the individual's ability to prepare for and provide gueridon service for a fine dining event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of:
  - organisational and traditional industry standards for gueridon service
  - gueridon cooking, carving and service techniques
  - features and uses of gueridon trolleys and display techniques for gueridon dishes
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB308 Provide silver service
- SITHFAB310 Provide advice on food and beverage matching
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment includes:

- bowls
- burner
- carving boards
- cutlery
- fuel
- gueridon cooking and serving utensils
- gueridon trolleys
- lighter

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- linen
- service crockery
- towels for hand cleaning.

Promotional materials include:

- advertising cards, flyers or brochures
- menus or recipes
- wine lists.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB401 Plan and monitor espresso coffee service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHFAB016A Plan and monitor espresso coffee service. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate operational aspects of espresso coffee service for an outlet. It requires the ability to develop menus, provide specialist advice to customers and staff, monitor the overall quality of espresso beverages and maintain equipment.

Application of the Unit

This unit applies to any hospitality organisation which serves espresso coffee beverages including cafes, restaurants, bars, clubs, function and event venues.

It applies to senior personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of coffee, its history and presentation. They are often referred to as baristas.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan coffee beverage service.	1.1 Develop coffee beverage menus taking into consideration profit requirements, market focus, demographics and customer preferences. 1.2 Select suppliers and roasters, and make purchases according to budget and quality. 1.3 Liaise with suppliers and roasters to ensure coffee service meets organisational quality standards.
2. Provide specialist advice on espresso coffee beverages.	2.1 Develop and update ***knowledge*** of ***types of coffee beverages***. 2.2 Respond to customer questions about espresso coffee beverages. 2.3 Provide accurate information to staff on coffee beans, ground coffee and espresso coffee beverages. 2.4 Promote coffee beverage appreciation at appropriate opportunities. 2.5 Develop and display accurate ***customer information*** on espresso coffee beverages.
3. Monitor quality of coffee beverages.	3.1 Identify desirable ***characteristics*** of superior espresso coffee beverages. 3.2 Evaluate coffee beans to ensure freshness. 3.3 Monitor grind to ensure quality and consistency of espresso extraction. 3.4 Monitor environmental variations affecting dose, and adjust the grind and dose accordingly. 3.5 ***Evaluate*** espresso coffee beverage quality and diagnose faults and problems in quality of coffee beans, ground coffee and coffee beverages. 3.6 Monitor coffee extractions and service ensuring quality and consistency. 3.7 Assess texture and temperature of milk served. 3.8 Seek and follow up feedback on coffee beverage quality from

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	customers and staff.
	3.9 Ensure ***ingredients*** and ***accompaniments*** are stored appropriately in suitable containers and conditions.
	3.10 Ensure coffee beverages are presented correctly and attractively with suitable accompaniments.
4. Monitor and maintain equipment.	4.1 ***Monitor*** espresso coffee machine and other equipment for efficiency and reliability of operation.
	4.2 Monitor temperature and water pressure.
	4.3 Develop environmentally sound cleaning, maintenance, waste disposal and recycling practices.
	4.4 Identify need for new ***equipment*** and ***serviceware*** taking into account relevant ***considerations*** and evaluate options.
	4.5 Identify situations requiring use of specialist service technicians.
	4.6 Schedule service calls and replacement of worn parts at appropriate times.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss menu items with customers and articulate advice about coffee beverage characteristics
  - provide clear and accurate information tailored to staff member needs
- critical thinking skills to evaluate coffee beverage preferences of target markets and create menus to meet preferences
- initiative and enterprise skills to develop new menus to meet changing customer preferences
- learning skills to continuously source information on emerging coffee service trends and synthesise this information for menu updates
- literacy skills to:
  - read and interpret:
    - detailed supplier product information
    - promotional material
    - reviews about coffee beans, ground coffee and coffee beverages
    - cleaning and maintenance procedures for espresso coffee machines and grinders
  - research information on current and emerging coffee service trends and customer preferences
  - write comprehensive and creatively expressed menus to promote sales

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- numeracy skills to:
  - calculate and monitor temperature and water pressure for espresso machines
  - calculate quantities and costs for stock orders
- planning and organising skills to schedule the regular servicing of espresso machines
- problem-solving skills to diagnose problems and faults in coffee beans, ground coffee and coffee beverages and make adjustments to ensure quality coffee beverages
- self-management skills to take responsibility for espresso service management and quality outputs
- teamwork skills to share current knowledge and new information with staff members
- technology skills to use espresso machines and monitor their efficiency and reliability.

Required knowledge

- history and culture of espresso coffee beverages
- current and emerging espresso coffee service trends
- major types of espresso coffee beverages and their characteristics:
  - caffe latte
  - cappuccino
  - espresso (short black)
  - flat white
  - long black
  - mocha
  - piccolo latte
  - ristretto
  - short and long macchiato
- different types of milk, their characteristics and uses for different types of coffee beverages
- for coffee beans and blends:
  - special qualities and flavour characteristics arising from country and area of origin
  - physical and chemical properties
  - roasting techniques
  - effects of roasting and grinding
  - type of grind and freshness
  - flavour enhancers and essences
- impacts on flavour of coffee beverages from:
  - cleanliness of machines
  - water temperature and pressure
- organisational and industry standards for:
  - serviceware used for espresso coffee beverage presentation
  - accompaniments used to enhance beverages
  - presentation of beverages including latte art
- storage of coffee beans, ground coffee, milk and other ingredients:

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  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life
- methods to ensure efficient use of ingredients and to minimise wastage
- equipment used to prepare espresso coffee beverages:
  - technical features and functions of different espresso machines and grinders
  - cleaning and maintenance procedures for espresso coffee machines and grinders
  - routine problems and faults in espresso machines and grinders
- work practices for the management of large coffee beverage orders
- cost and profit issues associated with the provision of espresso coffee service, including product, equipment, accessories and pricing of menu items.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- coordinate the operational aspects of espresso coffee preparation for an outlet over multiple service periods
- monitor the overall quality of espresso coffee beverages
- maintain commercial grade espresso coffee machines and grinders
- integrate knowledge of:
  - history and culture of coffee beverages
  - current and emerging espresso coffee service trends
  - cost and profit issues associated with the provision of espresso coffee service
  - major types of espresso coffee beverages, coffee beans and their characteristics
  - technical features and functions of different espresso machines and grinders
  - routine problems and faults in espresso machines and grinders.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing espresso coffee beverages; this

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may be a:

- real industry workplace
- simulated industry environment such as a training food and beverage outlet servicing customers

- industry-realistic ratios of service staff to customers
- a workstation with industry-current commercial grade espresso machine and coffee grinders
- a commercial range of coffee beans, ground coffee, other ingredients and accompaniments
- commercial beverage menus and standard recipes for coffee beverages currently used by the hospitality industry
- organisational and industry standards for presenting for espresso coffee beverages
- cleaning and maintenance procedures for espresso coffee machines and grinders.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- use of case studies and problem-solving exercises to assess the individual's ability to evaluate coffee beans, ground coffee and coffee beverages, and diagnose and rectify a range of faults
- review of workplace documents developed by the individual:
  - maintenance schedules for espresso machines
  - descriptive coffee beverage menus
  - information sheets for use of customers and staff
- written or oral questioning to assess knowledge of:
  - history and culture of coffee beverages
  - current and emerging espresso coffee service trends
  - cost and profit issues associated with the provision of espresso coffee service
  - major types of espresso coffee beverages, coffee beans and their characteristics
  - technical features and functions of different espresso machines and grinders
  - routine problems and faults in espresso machines and grinders
  - review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the

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assessment	industry sector, workplace and job role, for example: • BSBSUS301A Implement and monitor environmentally sustainable work practices • SITHFAB204 Prepare and serve espresso coffee • SITXINV301 Purchase goods • SITXINV401 Control stock • SITXMGT401 Monitor work operations • SITXWHS401 Implement and monitor work health and safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Knowledge may be sourced from:	• associations and industry bodies • coffee beverage tastings • coffee reference books • general and trade media, and supplier information • product suppliers, roasters and other baristas • the Internet • trade shows.
Types of coffee beverages may include:	• caffe latte • cappuccino • espresso (short black) • flat white • long black • mocha • piccolo latte • ristretto • short and long macchiato.
Customer information may include:	• brochures about coffee beans and grinds • coffee beverage education programs • types of coffee beverages and accompaniments • prices.
Characteristics of coffee beverages include:	• appearance, including opacity or transparency • aroma • colour

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- flavour
- freshness
- presentation
- taste.

To ***evaluate*** may involve use of:

- customer feedback
- information or data on:
  - repeat business
  - sales of particular items, types of coffee beverages
- organisational and industry standards
- staff feedback
- sensory analysis, including:
  - olfactory
  - tactile
  - tasting coffee beverage
  - visual.

Ingredients may include:

- coffee beans
- ground coffee
- milk.

Accompaniments may include:

- biscuits
- chocolates
- marshmallows
- sugar
- sugar substitutes.

To monitor may involve:

- identifying and diagnosing faults
- fine tuning or arranging fine tuning of machines and grinders according to manufacturer instructions and warranty requirements
- removing shower screens and diffusers if appropriate, cleaning using wet method and reassembling.

Equipment may include:

- bins for used coffee grounds
- blind or blank filter
- cleaning brushes
- coffee grinders
- colour coded cleaning cloths
- espresso coffee machines and parts
- flat edge implement such as a spatula for levelling off dosed filter basket
- measuring equipment:
  - stopwatch or timer
  - thermometer
- milk foaming jugs

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- napkins
- powder shakers e.g. chocolate, cinnamon
- service trays
- spoons
- stirrers
- storage bins
- straws
- take-away cardboard trays
- tamp mats
- tampers.

Serviceware may include:

- for different types of coffee beverages:
  - cups
  - saucers
  - mugs
  - glasses
  - take away coffee cups.

Considerations include:

- cost
- reliability
- reputation of supplier
- service availability
- size and capacity to meet outlet service needs
- technical characteristics
- training in operation.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITHFAB501 Manage the sale or service of wine

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.1	Corrected the prerequisite unit codes to: SITHFAB305 Provide advice on Australian wines and SITHFAB306 Provide advice on imported wines.
1.0	E Replaces but is equivalent to SITHFAB428A Manage the sale or service of wine. Minor adjustments to expression of content to streamline and improve unit. Two prerequisite units removed. SITHFAB404 Provide advice on Australian wines and SITHFAB405 Provide advice on imported wines retained as prerequisites.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate business activities associated with the sale and service of wine. It requires the ability to select wines, organise wine storage and cellaring systems and develop wine knowledge for self and other staff members.

Application of the Unit

This unit applies to hospitality, winery, retail and wholesale organisations which sell wines.

This unit applies to individuals who are responsible for both the technical and business aspects of wine service or sales. It therefore combines management and planning skills with specialised wine expertise. Job roles might include management of a specialised wine outlet (winery or retail outlet) or the management of wine for a restaurant.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite units:	
SITHFAB305	Provide advice on Australian wines
SITHFAB306	Provide advice on imported wines

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research and select wines to meet business objectives.	1.1 Develop or identify ***business objectives*** for the sale or service of wine. 1.2 Conduct ***relevant research*** on wine products, trends and market characteristics. 1.3 Maximise business opportunities through the development of ***wine-related products and services***, including wine lists, that support business objectives and profitability requirements. 1.4 Identify and develop appropriate ***opportunities for the promotion of wine***.
2. Develop and monitor wine management systems.	2.1 Research, select and purchase ***appropriate equipment*** to support wine service and storage in consultation with managers. 2.2 Organise wine storage and cellaring systems that ensure wine quality and business efficiency. 2.3 Establish and monitor systems that ensure effective communication between colleagues on wine-related issues. 2.4 Monitor the quality of wine products and services and provide pro-active support and assistance to colleagues. 2.5 Resolve wine-related issues and challenges and use experience

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	to inform future planning and activities. 2.6 Pro-actively identify opportunities for improvement in wine management systems and make recommendations to managers.
3. Develop and extend wine skills and knowledge for self and others.	3.1 Pro-actively evaluate own skills and knowledge to identify gaps and opportunities for further skills development. 3.2 Access ***opportunities*** to extend wine skills and knowledge. 3.3 Provide timely and accurate advice to other staff and colleagues on wine and wine-related matters. 3.4 Organise or provide suitable training to staff on wine and wine service. 3.5 Maximise business and professional development opportunities through liaison with other members of the wine community and ***wine suppliers***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to engage with peers on professional issues
- critical thinking skills to evaluate wide ranging information about wine
- initiative and enterprise skills to identify opportunities for improvement in wine management systems
- learning skills to continuously update knowledge of wines
- literacy skills to:
  - read and interpret detailed product information, promotional material and reviews about wines
  - research a wide range of potentially complex topics, and to interpret, adapt and apply information from multiple sources
  - write comprehensive yet easily understood procedures for sale or service of wine
- numeracy skills to understand financial impact of Goods and Services Tax (GST) and the Wine Equalisation Tax, calculate costs of wine, order wine stocks and work out profit margins
- planning and organising skills to develop and monitor wine management systems
- problem-solving skills to develop business wide responses to operational and management challenges
- self-management skills to proactively develop own skill and engage in ongoing learning
- teamwork skills to share knowledge and provide supportive guidance to colleagues.

Required knowledge

- Australian and international trends in wine, including:
  - styles

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  - production methods
  - wine and food matching
  - market preferences
  - consumption patterns
  - pricing
- Australian position in the international wine market
- current trends in wine sales and service technologies
- wine list design, including:
  - factors that affect wine lists in different industry contexts
  - balance considerations for styles, regions and pricing
- wine cellaring and storage requirements for various types of wines (white, red, sparkling, aged wines), including equipment and stock control systems
- safety and hygiene issues to be considered in the storage or cellaring of wines
- promotional opportunities for wine in the relevant industry context
- professional development opportunities for wine specialists in Australia
- training opportunities for wine staff
- key requirements of the relevant state or territory Liquor Act for the service of alcohol and the role of management and staff in ensuring patron care
- requirements of the Food Standards Australia New Zealand (FSANZ) Food Standards Code
- requirements and the bilateral trade agreement between Australia and the European Economic Area.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• coordinate a range of business activities associated with the sale and service of wine including:
	  • wine list development
	  • storage and cellaring systems
	  • promotional activities
	• integrate knowledge of:
	  • wine cellaring requirements
	  • wine list design
	  • service trends for Australian and international

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wines
- the business factors to be considered in managing wine sales and service.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality, cellar door or retail industry business operation which sells wines and workplace documentation defined in the Assessment Guidelines; this may be a:
  - real industry workplace
  - simulated industry environment such as a training outlet servicing customers
- a team with whom the candidate can interact
- current product information within sales kits, brochures, product manuals, supplier information kits, information databases and computerised information sources
- a wide commercial range of wines.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of wine related products and services developed by the individual:
  - wine lists
  - promotional materials
- wine tastings to evaluate and monitor wines, and make recommendations for cellaring
- observation of a presentation on wine management by the individual
- project activities to assess the individual's ability to develop strategies and recommendations for the wine management of a nominated hospitality wine outlet
- written or oral questioning to assess knowledge of:
  - wine cellaring requirements
  - wine list design
  - service trends for Australian and international wines
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- BSBMKG401B Profile the market
- SITXFIN402 Manage finances within a budget
- SITXINV301 Purchase goods
- SITXINV401 Control stock
- SITXMPR401 Coordinate production of brochures and marketing materials.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Business objectives may relate to:

- changes in product offerings
- entrance into new markets
- expansion of wine sales
- image in the marketplace
- profitability
- special promotions
- strategic alliances with suppliers and customers.

Relevant research may relate to:

- competitor activity
- consumption patterns
- customer preferences
- emerging trends
- new wines
- product pricing.

Wine-related products and services may include:

- special occasion products
- catalogues
- function packages
- promotional activities
- selection of specific vintages for cellaring purposes
- wine lists
- wine tastings.

Opportunities for the promotion of wine may include:

- developing promotional material
- implementing staff incentive schemes
- organising and conducting wine tastings
- presentations and stands at wine events
- selecting and organising specials.

Appropriate equipment may relate

- glassware

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to:	• refrigeration • storage facilities.

Opportunities may include:	• attending:
	  • professional tastings
	  • specialised seminars or conferences
	  • trade shows
	  • wine and food festivals
	  • wine promotions and tastings
	• Internet research
	• networking
	• reading general and trade media
	• reading wine reference books
	• taking up memberships of associations, professional organisations and industry bodies
	• talking to product suppliers, winemakers and vineyard managers
	• tours.

Wine suppliers may include:	• auctions • Internet distributors • vineyards • wholesalers.

Unit Sector(s)

Hospitality

Competency Field

Food and Beverage

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SITXFSA101 Use hygienic practices for food safety

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS002A Follow workplace hygiene procedures. Updated and re-categorised to Food Safety.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, bars, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

It applies to food handlers which can be any person who directly handles food or food contact surfaces food such as cutlery, plates and bowls. People at many levels use this skill in the workplace during the course of their daily activities, including cooks, chefs, caterers, kitchen stewards, kitchen hands, bar and food and beverage attendants and sometimes room attendants and front office staff.

Licensing/Regulatory Information

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

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In some states and territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Follow hygiene procedures and identify food hazards.	1.1 Follow organisational ***hygiene procedures***. 1.2 Promptly report ***unsafe practices*** that breach hygiene procedures. 1.3 Identify ***food hazards*** that may affect the health and safety of customers, colleagues and self. 1.4 Remove or minimise the hygiene hazard and report to appropriate person for follow up.
2. Report any personal health issues.	2.1 Report any personal ***health issues*** likely to cause a hygiene risk. 2.2 Report incidents of food contamination resulting from personal health issues. 2.3 Cease participation in food handling activities where a health issue may cause food contamination.
3. Prevent food contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings. 3.2 Prevent food contamination from clothing and ***other items worn***. 3.3 Prevent unnecessary direct contact with ready to eat food. 3.4 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***.

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	3.5 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses.
4. Prevent cross contamination by washing hands.	4.1 ***Wash hands at appropriate times*** and follow hand washing procedures consistently. 4.2 Wash hands using ***appropriate facilities***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to verbally report hygiene hazards and poor organisational practice
- literacy skills to comprehend workplace documents or diagrams that interpret the content of:
  - organisational food safety program
  - hygiene and food safety procedures
  - Hazard Analysis and Critical Control Points (HACCP) practices
- problem-solving skills to identify and report hygiene hazards.

Required knowledge

- basic aspects of national, state or territory food safety laws, standards and codes. This would include:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
  - hygiene actions that must be adhered to by businesses to avoid food-borne illnesses
  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- basic aspects of HACCP method of controlling food safety
- for the specific industry sector and organisation:
  - major causes of food contamination and food-borne illnesses
  - sources and effects of microbiological contamination of food
  - workplace hygiene hazards when handling food and food contact surfaces
  - basic content of organisational food safety program
  - the contents of hygiene and food safety procedures
  - hygienic work practices for individual job roles and responsibilities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- integrate the use of predetermined hygiene procedures and food safety practices within day-to-day food handling work functions
- integrate, into daily work activities, knowledge of the basic aspects of food safety standards and codes and the ramifications of disregarding this.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial food preparation area, bar or kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- the Code
- current commercial food safety programs, policies and procedures used for the management of food safety.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate using hygienic work practices during an integrated assessment of operative functions, such as cleaning and tidying bars, cooking at a camp site, preparing meals in a commercial kitchen, storing unused foodstuffs
- use of problem-solving exercises so the individual can respond to a range of situations where food hazards exist
- written or oral questioning to assess knowledge of the content of hygiene procedures and food safety standards and codes
- review of portfolios of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA201 Participate in safe food handling practices
- SITXFSA202 Transport and store food
- any commercial cookery, commercial catering, patisserie, Asian cookery or food and beverage unit involving food preparation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hygiene procedures:

- may cover:
  - cleaning and sanitising practices to avoid contamination of food
  - food storage
  - handling and disposal of garbage
  - personal hygiene
  - regular hand washing
  - safe and hygienic handling of food and beverages
  - safe handling and disposal of linen and laundry
  - suitable dress and personal protective equipment and clothing
  - use of cleaning equipment, clothes and materials to avoid contamination of food
- may be:

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- covered by staff training programs
- documented in the organisational food safety program
- required by the national food safety code.

Unsafe practices may include:

- being asked to participate in unhygienic work practices
- food handling practices that may result in the contamination of food
- ignoring the direction of:
  - hygiene signage
  - supervisors
  - managers
- lack of:
  - required hygiene signage
  - training in hygiene procedures
- outdated practices not in keeping with current organisational procedures
- poor personal hygiene and cleaning practices that may result in cross-contamination of food and other items
- practices inconsistent with organisational food safety program
- seeing others using unhygienic work practices
- use of broken or malfunctioning equipment.

Food hazards may include:

- airborne dust
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- contaminated food
- contaminated garbage
- dirty equipment and utensils
- equipment not working correctly, such as fridge and temperature probes
- items, such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- use of practices not in keeping with current organisational activities
- vermin.

Health issues may relate to:

- airborne diseases
- food borne diseases
- infectious diseases.

Other items worn may include:

- bandages
- hair accessories
- jewellery
- watches.

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Unhygienic personal contact may involve:	• transferring micro-organisms by:
	  • blowing nose
	  • coughing
	  • drinking
	  • eating
	  • scratching skin and hair
	  • sneezing
	  • spitting
	  • touching wounds
	• transmitting tobacco products by smoking.

Food contact surfaces may include:	• chopping boards • containers • cooking utensils • crockery • cutlery • glassware • pots and pans • sinks • workbenches.

Unhygienic cleaning practices may involve:	• cleaning food contact surfaces with linen, tea towels and towels that may be contaminated with human waste:
	  • blood
	  • body secretions
	  • faeces
	• using dirty:
	  • cleaning cloths
	  • tea towels
	• spreading bacteria from bathroom or bedroom areas to mini-bar or kitchen areas in an accommodation facility.

Wash hands at appropriate times might include:	• before commencing or recommencing work with food
	• immediately after:
	  • handling raw food
	  • smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound
	  • using the toilet.

Appropriate facilities for hand washing may include:	• designated hand washing sink • liquid soap • single use towels • warm running water.

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Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITXFSA201 Participate in safe food handling practices

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFSA001A Implement food safety procedures. Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Change to title for greater consistency across Training Package. Wording adjusted to better reflect regulatory requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation areas.

This includes restaurants, cafes, clubs, hotels, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

Safe food handling practices are based on an organisation's individual food safety program. The program would normally be based on the Hazard Analysis and Critical Control Points (HACCP) method, but this unit can apply to other food safety systems.

It applies to food handlers who directly handle food. People at many levels use this skill in the workplace during the course of their daily activities, including cooks, chefs, caterers, kitchen hands and food and beverage attendants.

Licensing/Regulatory Information

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

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In some states and territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Follow food safety program.	1.1 Access and use relevant information from organisational food safety program. 1.2 Follow ***policies and procedures*** in food safety program. 1.3 Control ***food hazards*** at ***critical control points***. 1.4 Complete ***food safety monitoring*** processes and complete documents as required. 1.5 Identify and report non-conforming practices. 1.6 Take corrective actions within scope of job responsibility for ***incidents*** where food hazards are not controlled.
2. Store food safely.	2.1 Select food storage conditions for specific ***food type***. 2.2 Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance. 2.3 Store food at controlled temperatures and ensure that frozen items remain frozen during storage.
3. Prepare food safely.	3.1 Use cooling and heating processes that support microbiological safety of the food. 3.2 Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety. 3.3 Ensure ***safety*** of ***food prepared***, ***served and sold to customers***

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	under other conditions.
4. Provide safe single use items.	4.1 Store, display and provide single use items so they are protected from damage and contamination. 4.2 Follow instructions for ***items intended for single use***.
5. Maintain a clean environment.	5.1 Clean and sanitise equipment, surfaces and utensils. 5.2 Use appropriate containers and prevent accumulation of garbage and recycled matter. 5.3 Identify and report ***cleaning***, ***sanitising and maintenance*** requirements. 5.4 Dispose of or report chipped, broken or cracked eating, drinking or food handling utensils. 5.5 Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report incidents of animal or pest infestation.
6. Dispose of food safely.	6.1 Mark and keep separate from other foodstuffs any ***food identified for disposal*** until disposal is complete. 6.2 Dispose of food promptly to avoid cross contamination.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report food safety hazards
- literacy skills to:
  - read and interpret food safety program, including policies, procedures and flow charts that identify critical control points
  - complete documentation for monitoring food safety
- numeracy skills to calibrate and use a temperature probe and calculate timings
- problem-solving skills to identify and respond to routine food safety issues
- planning and organising skills to coordinate a range of different food handling tasks to take account of food safety issues
- self-management skills to take responsibility for food safety at an operational level.

Required knowledge

- key features of federal, state or territory and local food safety compliance requirements as they impact workers at an operational level, including:
  - contents of national codes and standards that underpin regulatory requirements
  - reasons for food safety programs and what they must contain
  - local government food safety regulations and inspection regimes
  - consequences of failure to observe food safety policies and procedures

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    - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
- HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types, including:
    - critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food
    - main types of safety hazards and contamination
    - conditions for development of microbiological contamination
    - environmental conditions, including temperature controls, for storage
    - temperature danger zone and the two-hour and four-hour rule
- contents of organisational food safety program, especially procedures and monitoring documents
- equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults
- choice and application of cleaning, sanitising and pest control equipment and materials
- high risk customer groups, such as:
    - children or babies
    - pregnant women
    - aged persons
    - people with immune deficiencies or allergies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • consistently use safe food handling practices in a range of different food handling circumstances • demonstrate knowledge of food safety program and requirements, including critical control points and methods of food hazard control for each critical control point.
Context of and specific resources for assessment	Assessment must ensure use of: an operational food preparation area or commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this

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can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- the Code
- current commercial food safety programs, policies and procedures used for the management of food safety.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual completing tasks in a food handling facility
- use of case studies to assess ability to react to a range of incidents where hazards have not been controlled
- oral or written questioning to assess knowledge of food safety legislative requirements, policies and procedures, including hazard control measures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA101 Use hygienic practices for food safety
- any commercial cookery, commercial catering, patisserie, Asian cookery or food and beverage unit involving food preparation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Policies and procedures may relate to:

- cleaning and sanitation
- hazards:

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- control methods for each critical control point
- corrective actions
- systematic monitoring of hazard controls and record keeping
- equipment maintenance
- food:
  - receiving
  - storage
  - preparation
  - display
  - service
  - disposal
- personal considerations:
  - dress
  - hygiene
  - protective equipment and clothing
- pest control
- record maintenance
- training.

Food hazards may be:

- actual or potential
- chemical
- insects and vermin
- microbiological:
  - bacteria
  - natural poisons
  - moulds
  - yeast
- physical:
  - broken glass
  - metal
  - foreign objects
- process-related where food is vulnerable to contamination:
  - displayed food
  - need for food to be touched by hand
  - re-thermalisation or defrosting
  - processes involving temperatures that promote rapid growth of micro-organisms.

Critical control points are specific steps

- receiving

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where control of food hazards is essential to maintain the safety and suitability of the food, including:	• storing • preparing • processing • displaying • serving • packaging • transporting • disposing.
Food safety monitoring may involve:	• bacterial swabs and counts • checking and recording that food is stored in appropriate timeframes • chemical tests • monitoring and recording food temperatures using a temperature measuring device accurate to plus or minus 1 degree Celsius • monitoring and recording temperature of cold and hot storage equipment • visual examination of food for quality review.
Incidents may include:	• customer complaints • existence of pests and vermin • food not under temperature control • food poisoning • misuse of single use items • spoilt or contaminated food • stocks of out-of-date foodstuffs • unclean equipment.
Food type may include:	• dairy • dried goods • eggs • frozen goods • fruit and vegetables • meat and fish.

Safety of food served and sold to customers under other conditions may be achieved by:	• packaging control:
	  • using packaging materials suited to foods
	  • monitoring of packaging damage
	• protective barriers
	• temperature control
	• supervision of food displays
	• utensil control:
	  • providing separate serving utensils for each dish.

Food prepared, served and sold to	• drink dispensing

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customers under other conditions may relate to:	• pre-packaged food items • self-service food.

Items intended for single use may include:	• disposable items:
	  • cutlery
	  • crockery
	• face wipes and serviettes
	• individually packaged items:
	  • beverages
	  • condiments
	  • jams and spreads.

Cleaning, sanitising and maintenance may involve:	• cleaning:
	  • dirt
	  • food waste
	  • grease
	  • pest waste removal
	• maintenance:
	  • recalibration of measurement and temperature controls
	  • minor faults
	• sanitising:
	  • eating and drinking utensils
	  • food contact surfaces.

Food identified for disposal must be held and kept separate and either:	• clearly identified as not safe, or suspected of not being safe, for consumption • destroyed • disposed of so that it cannot be used for human consumption • returned to supplier • subject to recall.

Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITXFSA202 Transport and store food

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFSA003A Transport and store food in a safe and hygienic manner. Prerequisite removed. Title simplified. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on arrival.

Application of the Unit

This unit applies to catering operations where food is transported from the preparation area to another location and stored on arrival. This could include restaurants, educational institutions, aged care facilities, hospitals, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering. It applies to food handlers who directly handle food when transporting and storing food. People at many levels use this skill in the workplace including cooks, chefs, caterers and catering assistants.

The person transporting the food may or may not be driving the vehicle.

Licensing/Regulatory Information

Food handlers involved in transporting and storing food must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code). Business may be required to implement a food safety program and food handlers would need to comply with the transportation provisions.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Transport food safely and hygienically.	1.1 Select suitable food ***transportation*** vehicles according to ***legislative requirements***. 1.2 Package, load, restrain and unload food appropriately. 1.3 Use hygienic food safety practices for food transportation 1.4 Use safe manual handling techniques when moving and storing food. 1.5 Maintain records of food transportation as required.
2. Store food safely and hygienically.	2.1 Select food storage conditions for ***specific food types***. 2.2 Maintain ***environmental conditions*** for specific food types to ensure freshness, quality and appearance. 2.3 Ensure storage and holding methods optimise nutritional quality and comply with relevant stock control principles. 2.4 Use hygienic food safety practices and observe work health and safety procedures and practices. 2.5 Keep storage areas free from contaminants and pests.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read work instructions and food labels

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    - complete records of food transportation
- numeracy skills to calculate quantities during the packing and unpacking process
- problem-solving skills to deal with routine food handling, storage and transportation problems.

Required knowledge

- basic aspects of national, state or territory food safety laws, standards and codes, including:
    - actions that must be adhered to by organisations
    - employee responsibility to participate in hygienic practices
    - reasons for food safety programs, when they are required for transportation activities and what they must contain
    - role of local government regulators
    - ramifications of failure to observe food safety law and organisational policies and procedures
    - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
- advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances
- safe storage principles and practices for different food types, including storage options
- characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety, including:
    - dairy
    - dried goods
    - eggs
    - frozen food
    - fruit and vegetables
    - meat and fish
- for the specific industry sector and organisation:
    - sources and effects of microbiological contamination of food in transit
    - methods of transportation and storage to ensure the safety of food
    - temperature controls and temperature danger zones, for storage of main food types used in the business
    - the contents of food safety transportation procedures included in organisational food safety program
- safe manual handling techniques, in particular loading and unloading, lifting and dealing with heated surfaces.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• transport and store food items according to food safety requirements and regulations
	• demonstrate knowledge of specific requirements for different food types, including:
	  • dairy
	  • dried goods
	  • eggs
	  • frozen food
	  • fruit and vegetables
	  • meat and fish.

Context of and specific resources for assessment	Assessment must ensure use of: • vehicles suitable for the transportation of food • food ingredients and ready to eat food items to be transported • industry-current equipment for the transportation and storage of food • current plain English regulatory documents distributed by the national, state, territory or local government food safety authority • the Code • current commercial food safety programs, policies and procedures used for the management of food safety.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual transporting and storing food items • inspection of food transported and stored by the individual • use of case studies to assess knowledge of requirements for different food types • written or oral questioning to assess knowledge of food safety requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment

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assessment	activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHCCC104 Package prepared foodstuffs • SITXFSA101 Use hygienic practices for food safety.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Type of ***transportation*** used may include:	• cars • refrigerated trucks • trolleys, carts and buggies • vans.
Legislative requirements refer to federal, state or territory, and local regulations and guidelines and may apply to:	• food safety programs • lining • sealing • temperature.
Specific food types may include:	• dairy • dried goods • eggs • frozen food • fruit and vegetables • meat and fish.
Environmental conditions may relate to:	• humidity • light • pests • temperature.

Unit Sector(s)

Cross-Sector

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Competency Field

Food Safety

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SITXFSA401 Develop and implement a food safety program

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFSA002A Develop and implement a food safety program. Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for the all stages in the food production process including receipt, storage, preparation, service and disposal. It requires the ability to determine program requirements and prepare policies and procedures for other personnel to follow.

Application of the Unit

This unit applies to all tourism, hospitality and catering organisations with permanent or temporary kitchen premises or smaller food preparation areas.

This includes restaurants, cafes, clubs, hotels, tour operators, attractions, function, event, exhibition and conference caterers, educational institutions, aged care facilities, correctional centres, hospitals, defence forces, cafeterias, kiosks, canteens, fast food outlets, residential caterers, in-flight and other transport caterers.

A food safety program would most commonly be based on the Hazard Analysis and Critical Control Points (HACCP) method but this unit can apply to other food safety systems.

It applies to senior personnel who work independently and who are responsible for making strategic decisions on establishing and monitoring risk control systems for food-related hazards. This could include chefs, kitchen managers, catering managers, fast food store managers and owner-operators of small business catering operations or retail food outlets.

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Licensing/Regulatory Information

Food businesses must comply with requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code). The Code contains a non-mandatory standard for the development of a food safety program.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate organisational requirements for food safety program.	1.1 Evaluate ***organisational characteristics*** that impact on food safety. 1.2 Examine food handling operations and processes and identify potential or existing ***food hazards***. 1.3 Identify ***critical control points*** in food preparation system where food hazards must be controlled. 1.4 Identify product suppliers and determine quality assurance specifications for foodstuffs supplied. 1.5 Evaluate existing product specifications for food items prepared and sold. 1.6 Evaluate existing ***policies and procedures*** and monitoring practices, including record keeping, and assess need for change.
2. Develop food safety program to control hazards.	2.1 Consult with stakeholders in program development. 2.2 Integrate regulatory requirements and standards into policies and procedures. 2.3 Establish and document critical control points and control methods for each point. 2.4 Develop procedures for systematic ***monitoring of controls*** and associated record keeping.

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	2.5 Develop corrective action procedures for uncontrolled hazards.
	2.6 Develop or modify and record product specifications covering food items prepared and sold.
	2.7 Identify training needs and develop training program.
	2.8 Develop schedule for regular review of food safety program.
	2.9 Document food safety program and provide to regulatory authorities as required.
3. Implement food safety program.	3.1 Communicate food safety programs, policies, procedures and product specifications to colleagues and ensure display of appropriate signage and access to information.
	3.2 Organise appropriate training and mentoring.
	3.3 Monitor operational activities to ensure that policies and procedures are followed.
	3.4 Manage response to ***incidents of uncontrolled food hazards*** and oversee implementation of corrective action procedures.
	3.5 Make changes to practices that led to the food safety breach, and document, communicate and implement changes.
	3.6 Maintain ***food safety management documents***.
4. Participate in food safety audit.	4.1 Ensure food safety program is audited as required by legislation.
	4.2 Participate in food safety program audits and provide assistance to inspectors.
	4.3 Retain records of food audits according to legislative requirements.
5. Evaluate and revise food safety program.	5.1 Conduct scheduled review of food safety program in consultation with colleagues.
	5.2 Validate required food safety controls.
	5.3 Review policies, procedures, product specifications, monitoring systems and record keeping methods, and revise as required.
	5.4 Prepare and document amended food safety program and provide to regulatory authorities as required.
	5.5 Communicate changes and monitor inclusion in production processes.
	5.6 Identify and respond to additional training needs based on changes to food safety practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - consult on and review food safety program
  - provide information to colleagues
- critical thinking skills to evaluate and respond to a range of strategic and operational factors that influence the food safety program
- literacy skills to:
  - interpret sometimes complex materials describing regulatory requirements relating to food safety
  - develop and write comprehensive food safety programs and procedures
- numeracy skills to work with the concepts of measurement
- planning and organising skills to coordinate and respond to multiple and interrelated operational challenges
- problem-solving skills to proactively identify and respond to systemic operational issues.

Required knowledge

- ptions for the structure and implementation of a food safety program, including the use of the HACCP method as the basis
- consultative and communication mechanisms used by organisations to develop and implement procedural systems
- key features of federal, state or territory and local food safety compliance requirements as they impact food safety program development, including:
  - contents of national codes and standards that underpin regulatory requirements
  - components of a food safety program, especially procedures and monitoring documents
  - local government food safety regulations and audit frequencies
  - consequences of failure to observe food safety policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Code
- HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types, including:
  - critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and cooking, cooling and transporting of food
  - methods of food storage, production, display, service and cooking, cooling and transporting, especially, appropriate temperature levels for each of these processes
  - main types of safety hazards and contamination
  - conditions for development of microbiological contamination
  - environmental conditions, including temperature controls, for storage
  - temperature danger zone and the two-hour and four-hour rule
- equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults

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- choice and application of cleaning, sanitising and pest control equipment and materials
- high risk customer groups, such as:
  - children or babies
  - pregnant women
  - aged persons
  - people with immune deficiencies or allergies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and implement a complete food safety program in line with regulatory requirements, that includes:
	  • policies
	  • procedures
	  • product specifications
	  • monitoring documents
	• monitor, evaluate and make ongoing improvements to food safety program over a period of time
	• demonstrate knowledge of food safety systems and options for a service industry food preparation organisation.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational food preparation area or commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
	• the Code
	• current commercial food safety programs, policies and procedures used for the management of a food

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preparation team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of a completed food safety program developed by the individual inclusive of policies, procedures and product specifications
- use of case studies to assess ability to develop programs to meet differing workplace needs, including responding to uncontrolled hazards
- written or oral questioning to assess knowledge of regulatory requirements and food safety systems, such as HACCP and their application to different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITHKOP403 Coordinate cooking operations
- SITHKOP404 Plan catering for events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational characteristics may include:

- clientele:
  - at risk client groups with a higher than average risk of harm from food contamination, such as:
    - aged persons
    - children or babies
    - people with immune deficiencies or allergies
    - pregnant women
- equipment
- existing prerequisite programs
- facilities
- food items prepared and sold

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- re-thermalisation and service requirements
- size and nature of organisation.

Food hazards may be:

- actual or potential
- chemical
- environmental
- insects and vermin
- microbiological:
  - bacteria
  - natural poisons
  - moulds
  - yeast
- physical:
  - broken glass
  - metal
  - foreign objects
- process-related where food is vulnerable to contamination:
  - displayed food
  - need for food to be touched by hand
  - re-thermalisation or defrosting
  - processes involving temperatures that promote rapid growth of micro-organisms.

Critical control points include:

- receiving
- storing
- preparing
- processing
- displaying
- serving
- packaging
- transporting
- disposing.

Policies and procedures may relate to:

- audit
- cleaning and sanitation
- communication
- contingency management
- corrective actions
- equipment maintenance
- evaluation
- food:
  - supply
  - receiving

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- storage
- preparation
- display
- service
- disposal

- hazards:
  - control methods for each critical point
  - corrective actions
  - systematic monitoring of hazard controls and record keeping
- personal considerations:
  - dress
  - hygiene
  - protective equipment and clothing
- pest control
- record maintenance
- training.

Monitoring of controls may involve:

- bacterial swabs and counts
- checking and recording that food is stored in appropriate timeframes
- chemical tests
- monitoring and recording food temperatures
- monitoring and recording temperature of cold and hot storage equipment
- visual examination of food for quality review.

Incidents of uncontrolled food hazards may include:

- customer complaints
- existence of pests and vermin
- food not under temperature control
- food poisoning
- misuse of single use items
- spoilt or contaminated food
- stocks of out-of-date foodstuffs
- unclean equipment.

Food safety management documents may include:

- audit reports
- audit tables
- customer complaint forms
- documented food safety program
- food flow diagrams
- food production records
- hazard analysis table
- incident reports where food hazards are found not to be

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under control
- policies, procedures and product specifications
- records of the monitoring of hazard controls, including:
  - any record required by local legislation
  - illness register
  - list of suppliers
  - temperature control data
  - training logs
- verification records.

Unit Sector(s)

Cross-Sector

Competency Field

Food Safety

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SITHGAM202 Attend gaming machines

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM001A Attend gaming machines. Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate and maintain gaming machines, make payouts, check security and provide advice on games offered by the organisation.

Application of the Unit

This unit applies to all gaming venues, and to gaming attendants who work under general supervision within established procedures. It applies to all header systems, including Tabaret, Tattersall's, Electronic Data Transfer (EDT) and data retrieval and promotion systems, including computer games, Dacom, Turbo-Bonus, player tracking and government monitoring systems.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Advise customers on gaming activities.	1.1 Advise customers on ***gaming activities*** and ***games features*** according to relevant rules and regulations. 1.2 Explain artwork and machine operations to customers. 1.3 Display ***promotional materials and information*** in suitable locations. 1.4 Respond appropriately and courteously to customer queries, requests and complaints.
2. Operate and maintain gaming machines.	2.1 Operate ***gaming machines*** according to design function and organisational practices. 2.2 Clear and refill machines according to government, industry, and organisational regulations. 2.3 Identify machine faults promptly and correctly. 2.4 Make ***simple machine repairs*** with minimum disruption to players according to manufacturer instructions and to the level authorised by legislation and organisational practices. 2.5 Identify, mark and report unserviceable machines promptly. 2.6 Observe work health and safety procedures and practices.
3. Monitor security of gaming areas.	3.1 Observe players and onlookers, noting and reporting unusual practices and behaviours. 3.2 Carry out machine security checks. 3.3 Identify and respond to breakdowns in security or safety functions according to scope of responsibility, organisational procedures and work health and safety requirements. 3.4 Keep voucher and gaming machine record books and cash box keys secure. 3.5 Where appropriate, follow barring procedures according to organisational policy.
4. Make gaming	4.1 Verify ***payout*** claims according to organisational procedures.

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machine payouts.	4.2 Record payout according to industry and organisational procedure. 4.3 Check the identification and age of players as required, prior to payouts. 4.4 Identify situations where ***payouts should be refused*** and refer them to the appropriate person. 4.5 Pay winnings to the player and witness them according to government and organisational regulations. 4.6 Validate machines and return them to service promptly where appropriate. 4.7 Complete payout summaries or issue payout vouchers and balance with cash, float and machine readings. 4.8 Resolve payout disputes or refer to supervisor according to organisational policies and customer service standards.
5. Operate and maintain coin dispensing equipment.	5.1 Operate coin dispensing equipment according to manufacturer instructions. 5.2 Identify and respond to equipment faults according to individual scope of responsibility. 5.3 Dispense, receive and weigh coins according to industry and organisational procedures. 5.4 Handle cash according to organisational security procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide clear information to customers
- literacy skills to read and interpret machine manuals and organisational policies and procedures
- numeracy skills to:
  - balance cash receipts and payments
  - provide correct change and payouts to customers
- problem-solving skills to resolve payout disputes and suspected security breaches and solve technical problems with machines.

Required knowledge

- range of gaming activities offered by the organisation, including:
  - basic player rules and conditions
  - odds, win rates and return to players
  - collection of payments and winnings

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    - promotions
- awareness of potential social and economic costs and benefits of gambling and their impact on gaming operations
- key requirements of relevant state and territory legislation and relevant codes of practice, including:
    - general requirement for responsible provision of gambling services
    - general licence requirements
    - licensing requirements for gaming personnel (e.g. managers and employees, machine technicians, service consultants and machine managers, manufacturers and sales personnel)
    - penalties for non-compliance
- types, parts and basic functions of gaming machines, including:
    - credit and currency systems
    - software, menus and display screens and associated functions
    - terminology used
    - data retrieval systems
- organisational security and safety procedures for gaming machines.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- operate gaming machines correctly
- coordinate multiple transactions and activities, including typical customer and equipment problems
- provide effective customer service and advice
- comply with responsible gaming legislation or requirements
- integrate knowledge of:
    - security issues and requirements
    - gaming terminology
    - gaming technologies.

Context of and specific resources for assessment

Assessment must ensure use of:

- a fully equipped gaming venue, including:
    - gaming machines, which may include poker machines, approved amusement devices, slot machines, multi-terminal gaming machines, progressive or

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stand-alone machines, stand-alone games, linked machines and linked progressive jackpot systems
    - applicable header systems
    - replacement parts, maintenance tools and cleaning materials
    - cash distribution facility
- the venue may be a real industry workplace or simulated industry environment
- other people with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual completing customer payouts, dealing with minor technical problems in gaming and coin dispensing machines and undertaking general gaming machine maintenance
- oral or written questioning to assess knowledge of gaming legislation, codes of practices and organisational procedures
- use of case studies or role-plays to demonstrate handling of payouts, illegal credits and security issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Gaming activities may include:

- bingo
- calcuttas and sweepstakes
- gaming machines
- Keno
- lotteries
- lucky envelopes
- miscellaneous games of chance, such as raffles and

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	trade competitions • Totalisator Agency Board (TAB).
Games features may include:	• basic player rules and conditions • collection of payments and winnings • odds • promotions • win rates and return to player.

Promotional materials and information may include:	• type of material:
	  • brochures
	  • flyers
	  • signs
	  • stickers
	• type of information:
	  • conduct and rules of games
	  • organisational rules and policies
	  • promotional activities
	  • responsible conduct of gaming
	  • sources of assistance.

Gaming machines include:	• approved amusement devices • linked machines • linked progressive jackpot systems • multi-terminal gaming machines • poker machines • progressive and stand-alone gaming machines • slot machines • stand-alone games.

Simple machine repairs and maintenance may include:	• replacing consumables
	• resolving:
	  • frozen screens
	  • incorrect payouts.

Payout may include:	• cash • cheque • voucher.
Situations where ***payouts should be refused*** may include:	• illegal credit • machine malfunctions • player ineligibility.

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Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM203 Operate a TAB outlet

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM002A Operate a TAB outlet. Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set up, operate and maintain Totalisator Agency Board (TAB) facilities and to provide information to customers.

Application of the Unit

This unit applies to all sectors of the hospitality industry that operate a TAB outlet and to frontline service personnel who operate under general supervision within established procedures.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Set up a TAB outlet.	1.1 Turn on machines and log on. 1.2 Extract and action messages from machines. 1.3 Carry out ***opening procedures*** according to TAB guidelines and organisational procedures. 1.4 Set up Austext or Teletext facilities, ensuring pages and sub pages are correctly displayed on television sets. 1.5 Check TAB environment for appropriate cleanliness, temperature and lighting.
2. Advise customers on TAB operations and regulations.	2.1 Advise customers on ***TAB procedures*** according to legislative requirements and organisational procedures. 2.2 Respond appropriately and courteously to customer queries, requests and complaints.
3. Operate the TAB betting machine.	3.1 Follow TAB operations and administration manuals for paying and selling, cancellations and late cancellations, exchange of tickets, copy of tickets and reporting of lost and damaged tickets. 3.2 Interpret error messages and take action to rectify errors according to legislative requirements and organisational procedures.
4. Perform TAB terminal accounting and security procedures.	4.1 Complete end of shift balance according to organisational procedures. 4.2 Balance dockets for cash payments. 4.3 Pay out correct winnings to customers. 4.4 Verify large payments according to organisational procedures. 4.5 Monitor security of cash and venue according to organisational procedures. 4.6 Observe customers and onlookers and note and report unusual practices promptly.
5. Monitor daily	5.1 Obtain information on daily racing activities through

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racing activities.	appropriate sources, including television monitors, TAB terminal messages and information dispatched by TAB. 5.2 Update wall lists as new information is received.
6. Clean and maintain TAB equipment.	6.1 Clean machines according to TAB guidelines and work health and safety regulations. 6.2 Make simple machine repairs with minimum disruption to customers and according to TAB specifications. 6.3 Report unserviceable machines promptly to the TAB and take follow up action to ensure breakdown is rectified.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- basic financial procedures in relation to TAB operations
- operation of Austext and Teletext
- literacy skills to read messages from TAB machine, the daily race list and form guides
- numeracy skills to perform end of shift balance
- problem-solving skills to deal with discrepancies in balance and potential security issues, and to handle customer complaints on results.

Required knowledge

- basic rules and regulations of TAB:
  - compilation of bet tickets for the various bet types:
    - win and place
    - quinella
    - double
    - daily double
    - trifecta
    - superfecta
    - all up
    - mystery bet
    - footy TAB
    - pick the margin
    - pick the result
    - sports bet
    - favourite number
    - quartet
  - collection of winnings

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  - display of race types, including horses, greyhound and harness and their results
  - fixed odds
  - lodgement of forms
  - sports TAB
  - TAB telephone accounts
- different types of races
- awareness of potential social and economic costs and benefits of gambling and their impact on gaming operations
- key requirements of relevant state and territory legislation and relevant codes of practice, including:
  - general requirement for responsible provision of gambling services
  - general licence requirements
  - licensing requirements for gaming personnel (e.g. managers and employees, machine technicians, service consultants and machine managers, manufacturers and sales personnel)
  - penalties for non-compliance
- security procedures and systems for TAB outlets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow opening procedures, including:
	  • daily form service
	  • displaying form guides, race lists and sports lists
	  • posting TAB race lists
	  • programming odds monitors with the day's and night's meetings
	  • restocking ticket bins and trays
	• process a variety of bet types
	• coordinate multiple transactions and activities, including typical customer and equipment problems
	• comply with responsible gambling legislation, codes of practice or requirements
	• integrate knowledge of:
	  • security issues

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- TAB procedures including:
  - compilation of bet tickets for different bet types
  - collection of winnings
  - display of race types, including horses, greyhound and harness and their results
  - fixed odds
  - lodgement of forms
  - sports TAB
  - TAB telephone accounts.

Context of and specific resources for assessment

Assessment must ensure use of:

- TAB facilities, terminals and equipment, including:
  - TAB stationery and form guides
  - replacement parts and cleaning materials for equipment
  - Austext and teletext facilities and television monitors
  - ticket bins
- other people with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of individual processing bets or carrying out simple machine repairs and maintenance
- evaluation of tickets processed by the individual
- use of role-plays to demonstrate the provision of advice and information to customers on TAB
- oral or written questioning to assess knowledge of TAB procedures, gaming legislation and organisational procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM202 Attend gaming machines.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Opening procedures includes:

- daily form service
- displaying form guides, race lists and sports lists
- posting TAB race lists
- programming odds monitors with the day's and night's meetings
- restocking ticket bins and trays.

TAB procedures includes:

- compilation of bet tickets for the various bet types:
  - win and place
  - quinella
  - double
  - daily double
  - trifecta
  - superfecta
  - all up
  - mystery bet
  - footy TAB
  - pick the margin
  - pick the result
  - sports bet
  - favourite number
  - quartet
- collection of winnings
- display of race types, including horses, greyhound and harness and their results
- fixed odds
- lodgement of forms
- sports TAB
- TAB telephone accounts.

Unit Sector(s)

Hospitality

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Competency Field

Gaming

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SITHGAM204 Conduct Keno games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.0	E Replaces and is equivalent to SITHGAM003A Conduct a Keno game. Title changed to reflect need for operation of multiple games. Minor adjustments to expression of content to streamline and improve unit. Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate and maintain Keno equipment, take bets, make payouts, check security issues and provide advice on Keno to customers.

Application of the Unit

This unit applies to gaming venues that offer Keno games, and to gaming attendants who work under general supervision within established procedures.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Advise customers on features of Keno.	1.1 Provide ***information*** to customers about ***Keno games***. 1.2 Advise customers on ***Keno promotions*** as required. 1.3 Respond to customer complaints and queries courteously according to organisational procedures.
2. Process bet types.	2.1 Identify and confirm verbal and standard entry bet types. 2.2 Process bet types according to designated procedures.
3. Pay out prizes.	3.1 Check tickets through card reader, scanner or by serial number. 3.2 Process cash and cheque payouts according to pre set limits. 3.3 Perform cash and cheque transactions according to agency and system limits. 3.4 Refer large payouts, bets, cash ins and cash outs to the appropriate person.
4. Cancel tickets.	4.1 Cancel tickets through card reader or scanner, by serial number, or when not available, through arranging a claim for cancellation through ***appropriate measures***. 4.2 Re issue tickets where required according to organisational procedures.
5. Operate General Functions.	5.1 Consider ***General Functions*** and use when necessary according to authorised limitations to assist the operator in cash high or cash low, disputes, signing on or signing off, balancing, ***maintenance*** and game information. 5.2 Seek authorisation from the appropriate person where required.
6. Clean and maintain terminals.	6.1 Clean card readers regularly. 6.2 Change new paper rolls and ribbons as appropriate. 6.3 Identify maintenance problems promptly and take appropriate measures.
7. Monitor security	7.1 Follow Keno rules according to legislative requirements and

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of Keno operations.	organisational procedures. 7.2 Use the terminal disable function when appropriate. 7.3 Handle and balance cash and float according to organisational procedures. 7.4 Where appropriate, call the Keno Hotline for assistance. 7.5 Observe players and onlookers and note and report unusual practices accurately and promptly.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide clear information and advice to customers
- literacy skills to read procedures and licensing requirements for Keno
- problem-solving skills to deal with disputes about prize schedules, payments and display of winning numbers
- numeracy skills to balance float and cash.

Required knowledge

- general understanding of the gaming sector of the hospitality industry
- key requirements of relevant state and territory legislation and relevant codes of practice, including:
  - general requirement for responsible provision of gambling services
  - general licence requirements
  - licensing requirements for gaming personnel (e.g. managers and employees, machine technicians, service consultants and machine managers, manufacturers and sales personnel)
  - penalties for non-compliance
- player rules of Keno and lotteries
- features of Keno equipment and general maintenance requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- operate Keno equipment according to procedures
- process a variety of bet types, payouts and cancellations within commercially realistic timeframes
- coordinate multiple transactions and activities, including typical customer and equipment problems
- comply with responsible gambling legislation or requirements
- provide accurate information on:
  - bet types
  - collection of payments
  - completion of entry forms
  - display of winning numbers
  - explanation of receipt tickets
  - lodgement of forms
  - player rules, conditions and limits
  - prize schedules
  - verbal entries
- integrate knowledge of security issues and comply with security requirements.

Context of and specific resources for assessment

Assessment must ensure use of:

- Keno terminal, facilities and equipment, including online Keno terminal and display medium and Keno betting stationery
- other people with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of individual processing a variety of bets
- oral or written questioning to assess knowledge of the Keno product, gaming legislation and organisational procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM202 Attend gaming machines.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information to be provided to customers includes:	• bet types • collection of payments • completion of entry forms • display of winning numbers • explanation of receipt tickets • lodgement of forms • player rules, conditions and limits • prize schedules • verbal entries.
Keno games may include:	• Heads or Tails • Mystery Pick • Quick Pick • Set Bets and Superplay • standard game • system bets • Way Bets.
Keno promotions may include:	• benefit selling • re-play numbers.
Appropriate measures may include:	• calling the Keno Hotline where applicable • normal organisational procedures.
General Functions use may relate to:	• balancing procedures • cash high or cash low • previous game results • sign on or sign off.
Maintenance may include:	• checking paper feed • resetting card reader.

Unit Sector(s)

Hospitality

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Competency Field

Gaming

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SITHGAM301 Analyse and report on gaming machine data

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.0	E Replaces and is equivalent to SITHGAM004B Analyse and report on gaming machine data. Minor adjustments to expression of content to streamline and improve unit. Two prerequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to retrieve and analyse gaming machine data and prepare reports for management.

Application of the Unit

This unit applies to all gaming venues and to senior gaming attendants and supervisors.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Obtain gaming machine data.	1.1 Retrieve data from ***gaming machine and system*** using ***retrieval system*** according to legislative requirements and organisational procedures.
	1.2 Record ***data*** using correct methods and terminology according to legislative requirements and organisational procedures.
2. Analyse data.	2.1 Analyse data according to legislative requirements and organisational procedures.
	2.2 Perform cash flow analysis according to the correct mathematical equation, including analysis of metered information and cash data.
	2.3 Identify variances and determine possible causes.
3. Prepare reports.	3.1 Prepare ***reports*** and present them to the appropriate person.
	3.2 Minimise waste in preparing reports.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret data against key performance indicators and identify variances
  - complete reports on gaming machine data or outcomes
- problem-solving skills to identify variances in data analysis, determine reasons and rectify problem
- numeracy skills to check and analyse data.

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Required knowledge

- requirements of relevant state and territory gaming legislation, including those related to:
  - record keeping, analysing and reporting on the operation of gaming machines and subsidiary equipment
  - responsible provision of gambling services, including procedures for self-exclusion of problem gamblers
  - licence requirements
  - licensing of repairers, service consultants and machine managers
  - general accounting requirements
  - fees, taxes and levies
- mathematical design and reconciliation of all linked systems as it impacts on day-to-day machine operations
- mathematical and analytical concepts relevant to gambling at an operational level
- key features of computerised gaming machine programs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • analyse and report on gaming machine data accurately for a range of different games and machines on multiple occasions • comply with legislative and licensing requirements • integrate knowledge of security issues and compliance requirements.
Context of and specific resources for assessment	Assessment must ensure use of: • operational gaming venue with machines and equipment such as poker machines, approved amusement devices, slot machines, multi-terminal gaming machines, progressive or stand-alone machines, stand-alone games, linked machines and linked progressive jackpot systems • the venue may be a real industry workplace or simulated industry environment • applicable header systems • data retrieval system • gaming machine reporting software.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of reports and gaming data analysis completed by the individual • oral or written questioning to assess knowledge of gaming legislation and organisational procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHGAM202 Attend gaming machines.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Gaming machine and system includes:	• data retrieval systems
	• linked progressive systems, including:
	  • bonus (random) link systems
	  • combination dependent systems
	  • Hyperlink
	  • progressive and stand-alone jackpot systems where appropriate
	  • inter-venue progressive jackpot link systems
	• multi-terminal machines
	• player loyalty systems
	• stand-alone gaming machines
	• stand-alone progressive jackpot machines.

Retrieval system may be:	• accounting, including header and venue-specific • electronic • manual • promotional.
Data includes:	• cash flow, including machine specifications and linked progressive jackpot configurations • gross results of a gaming machine’s operation, including

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meter readings and their increments
- operational data of a gaming machine, including clearances, payouts and hopper weigh amounts.

Reports include:

- cash flow analysis
- duty calculations and returns
- history reports:
  - net revenue analysis
  - profit variance
- meter comparison report
- paper-based or electronically transmitted materials
- profit reports and declarations
- reports to organisation management
- stand-alone progressive and link-progressive jackpot system reconciliations.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM302 Operate table games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM007A Operate table games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to open, close and operate table games in a licensed casino. Operation of specific games is covered in separate specialised units.

Those developing training to support this unit must consult the relevant state or territory gaming licensing authority or regulator to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to individuals dealing games, who operate within predefined organisational procedures and rules approved by regulatory authorities. The rules of individual games vary but the skills and knowledge required to operate the table for any style of game are covered in this unit.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

Under some state or territory legislation this is a required occupational licensing unit for those personnel operating in licensed casinos who are required to hold a gaming licence to conduct table games.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Open tables.	1.1 Attach drop box to table and place ***general table game equipment***.
	1.2 Open and balance ***chip float*** according to approved documentation and organisational procedures.
	1.3 Identify and report variances in chip float.
2. Handle chips efficiently and effectively.	2.1 Handle ***chips*** according to chip work procedures for clean hands, drop cutting, heeling, sizing, plucking, pencilling and spreading, sorting, stacking and creating dirty stacks.
	2.2 Use correct chip and stack values when accepting wagers and paying winnings.
	2.3 Maintain chip float in an orderly manner during game operation.
3. Deal with gaming irregularities.	3.1 Identify and respond to irregularities or non compliance according to organisational procedures and approved game rules.
	3.2 Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.
4. Monitor gaming activities for suspicious play.	4.1 Monitor gaming activities and watch for indicators of suspicious play.
	4.2 Follow organisational procedures and approved rules for handling instances of suspicious play.

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	4.3 Maintain integrity of the game according to approved rules of the game.
5. Work at the table safely.	5.1 Maintain correct posture and stance at the gaming table during game operation. 5.2 Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.
6. Close games.	6.1 Notify table closure according to approved organisational rules and procedures. 6.2 Reconcile chip float and document the count according to organisational procedures. 6.3 Account for and secure table gaming equipment according to approved procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and interpret specific organisational procedures and approved game rules
- numeracy skills to count, reconcile and document the chip float
- problem-solving skills to identify and respond to gaming irregularities and suspicious play.

Required knowledge

- roles of government, industry and organisation in regulating the operation of table game activities within casinos
- relevant state or territory legislative requirements for the operation of gaming tables:
  - licensing provisions
  - regulatory, industry and organisational codes of conduct and rules approved for use by the organisation
  - compliance responsibilities of the individual operator and effects of non-compliance with regulatory and organisational requirements
  - compliance roles of others within the organisation
- responsible gambling service procedures, including:
  - self-exclusion and exclusion procedures and the role of individual staff members, supervisors and managers in providing responsible gambling services
  - contents of problem gambling and counselling information provided by the organisation
- chip values:

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  - different types of chips used by the organisation
  - stacked chips
- specific organisational procedures and approved rules for:
  - reconciling and documenting chip float at opening and closure of the game
  - dealing with gaming irregularities and non-compliance issues
  - handling instances of suspicious play
  - game protection
  - security measures for handling emergencies
  - securing all table gaming equipment
  - table closure
- indicators of suspicious play at gaming tables
- work health and safety requirements for working at gaming tables:
  - causes of manual handling injuries associated with working at gaming tables
  - stretches and exercises used to avoid manual handling injuries.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • open, close and operate table games by selecting and setting up equipment for games, handling chips effectively, reconciling the chip float and monitoring the game for irregularities and suspicious play • operate multiple games on multiple occasions • coordinate multiple table game transactions, interactions and activities • comply with organisational procedures and approved rules, especially those covering game protection and security issues.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a casino training room
	• current organisational procedures and approved rules for

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	the operation of table games • current plain English regulatory documents • customer groups of a size and nature that reflect the commercial casino environment in which table games are operated.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to operate table games. The following examples are appropriate for this unit: • direct observation of the individual setting up, operating and closing down table games • evaluation of chip handling and counting exercises • use of role-plays and problem-solving activities to test reaction to gaming irregularities and suspicious play incidents • written or oral questioning or interview to test knowledge of legislative requirements, contents of organisational procedures and approved rules, and roles and responsibilities of various staff members in gaming compliance practices • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHGAM303 Deal Baccarat games • SITHGAM304 Conduct Big Wheel games • SITHGAM305 Deal Blackjack games • SITHGAM306 Deal Poker games • SITHGAM307 Deal Pontoon games • SITHGAM308 Conduct Rapid Roulette games • SITHGAM309 Conduct Roulette games • SITHGAM310 Conduct Sic Bo games.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

General table game equipment may include:

- chips

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	• float tray and cover • layout • plunger.
Table games may include:	• Baccarat • Big Wheel • Blackjack • Poker • Pontoon • Rapid Roulette • Roulette • Sic Bo.
Chip float and ***chips*** may include:	• cash and value chips • non-negotiable chips • non-value chips • premium chips • promotional tokens.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM303 Deal Baccarat games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.0	E Replaces and is equivalent to SITHGAM008A Deal a Baccarat game. Title changed to reflect need for operation of multiple games. Minor adjustments to expression of content to streamline and improve unit. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Baccarat. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Shuffle and cut cards for Baccarat games.	1.1 Check correct positioning of approved ***equipment*** on the table. 1.2 Sort, inspect and introduce cards according to game rules. 1.3 Shuffle cards according to game rules and ***variations***. 1.4 Cut cards according to game rules.
2. Deal Baccarat games.	2.1 Make Baccarat announcements and hand signals. 2.2 Deal cards according to Baccarat rules and variations. 2.3 Deal game at appropriate pace according to organisational standards.
3. Accept wagers and pay winnings.	3.1 Accept or refuse permitted wagers according to organisational procedures and variations. 3.2 Determine winning and losing wagers. 3.3 Pay and witness winnings according to organisational procedures. 3.4 Conduct ***financial transactions*** according to organisational

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procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Baccarat terminology
- Baccarat equipment and techniques:
  - sorting
  - shuffling
  - cutting
  - dealing
- standard approved Baccarat rules
- permitted variations to Baccarat rules
- organisational procedures and approved rules for Baccarat:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • sort, inspect and shuffle cards, deal Baccarat games, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Baccarat rules, permitted variations and organisation-specific procedures across multiple games • accurately process a variety of wagers • integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a casino training room
	• financial transaction documentation or systems
	• current organisational procedures, approved rules and permitted variations
	• groups of players with whom the individual can interact during games.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual dealing the game, accepting wagers, paying winnings and processing financial transactions • oral or written questioning to assess ability to process a variety of wagers consistently and accurately • evaluation of financial documentation completed by the individual • use of role-plays to assess ability to make verbal announcements and use hand signals • written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment

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assessment	activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHGAM302 Operate table games.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:	• banker and player markers
	• cards
	• card equipment:
	  • discard rack
	  • shoe or dealing device
	  • shuffling machine
	• pallet
	• signage:
	  • advice to players
	  • limits
	  • notification of table closure.

Variations may involve:	• variations as approved by the state or territory regulatory authority:
	  • name of the game
	  • shuffles
	  • rules
	  • wagers.

Financial transactions may involve:	• cash changes
	• chip purchase vouchers
	• colour changes
	• credits
	• fills
	• promotional tokens
	• wagers:
	  • jackpot
	  • losing
	  • winning.

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Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM304 Conduct Big Wheel games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM009A Conduct a Big Wheel game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate the Big Wheel, accept wagers and pay out winnings with a focus on specific game rules. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct Big Wheel games.	1.1 Check positioning of approved ***equipment***. 1.2 Make Big Wheel announcements and hand signals. 1.3 Spin wheel according to game rules and ***variations***. 1.4 Operate Big Wheel equipment according to design functions and manufacturer instructions. 1.5 Conduct game at appropriate pace according to organisational standards.
2. Accept wagers and pay winnings.	2.1 Accept or refuse permitted wagers according to organisational procedures and variations. 2.2 Determine winning and losing wagers. 2.3 Pay and witness winnings according to organisational procedures. 2.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Big Wheel terminology, equipment and techniques
- standard approved Big Wheel rules
- permitted variations to Big Wheel rules
- organisational procedures and approved rules for Big Wheel:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • operate the Big Wheel, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge Big Wheel rules, permitted variations and organisation-specific procedures across multiple games • accurately process a variety of wagers

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- integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
  - real industry workplace
  - simulated industry environment such as a casino training room
- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- groups of players with whom the individual can interact during games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual conducting the game, accepting wagers, paying winnings and processing financial transactions
- oral or written questioning to assess ability to process a variety of wagers consistently and accurately
- evaluation of financial documentation completed by the individual
- use of role-plays to assess ability to make verbal announcements and use hand signals
- written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM302 Operate table games.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specific ***equipment*** to operate Big Wheel may include:	• change block or diving board
	• electronic results key pad and associated equipment
	• signage:
	  • advice to players
	  • limits
	  • notification of table closure
	• wheel.

Variations may involve:	• variations as approved by the state or territory regulatory authority:
	  • name of the game
	  • rules
	  • wagers.

Financial transactions may involve:	• cash changes
	• chip purchase vouchers
	• colour changes
	• credits
	• fills
	• promotional tokens
	• wagers:
	  • jackpot
	  • losing
	  • winning.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM305 Deal Blackjack games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM010A Deal a blackjack game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Blackjack. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Shuffle and cut cards for Blackjack games.	1.1 Check positioning of approved ***equipment*** on the table. 1.2 Sort, inspect and introduce cards according to game rules. 1.3 Shuffle cards according to game rules and ***variations***. 1.4 Cut cards according to game rules.
2. Deal Blackjack games.	2.1 Make Blackjack announcements and hand signals. 2.2 Deal cards according to game rules and variations. 2.3 Deal game at appropriate pace according to organisational standards.
3. Accept wagers and pay winnings.	3.1 Accept or refuse permitted wagers according to organisational procedures and variations. 3.2 Determine winning and losing wagers. 3.3 Pay and witness winnings according to organisational procedures. 3.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Blackjack terminology
- Blackjack equipment and techniques:
  - sorting
  - shuffling
  - cutting
  - dealing
- standard approved Blackjack rules
- permitted variations to Blackjack rules
- organisational procedures and approved rules for Blackjack:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to: • sort, inspect and shuffle cards, deal Blackjack games,

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demonstrate competency in this unit	accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Blackjack rules, permitted variations and organisation-specific procedures across multiple games • accurately process a variety of wagers • integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a casino training room
	• financial transaction documentation or systems
	• current organisational procedures, approved rules and permitted variations
	• groups of players with whom the individual can interact during games.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual dealing the game, accepting wagers, paying winnings and processing financial transactions • oral or written questioning to assess ability to process a variety of wagers consistently and accurately • evaluation of financial documentation completed by the individual • use of role-plays to assess ability to make verbal announcements and use hand signals • written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHGAM302 Operate table games.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- banker and player markers
- cards
- card equipment:
  - discard rack
  - shoe or dealing device
  - shuffling machine
- signage:
  - advice to players
  - limits
  - notification of table closure.

Variations may involve:

- variations as approved by the state or territory regulatory authority:
  - name of the game
  - shuffles
  - rules
  - wagers.

Financial transactions may involve:

- cash changes
- chip purchase vouchers
- colour changes
- credits
- fills
- promotional tokens
- wagers:
  - jackpot
  - losing
  - winning.

Unit Sector(s)

Hospitality

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Competency Field

Gaming

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SITHGAM306 Deal Poker games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.0	E Replaces and is equivalent to SITHGAM011A Deal a Poker game. Title changed to reflect need for operation of multiple games. Minor adjustments to expression of content to streamline and improve unit. Corequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Poker. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Shuffle and cut cards for Poker games.	1.1 Check positioning of approved ***equipment***. 1.2 Sort, inspect and introduce cards according to game rules. 1.3 Shuffle cards according to game rules and ***variations***. 1.4 Cut cards according to game rules.
2. Deal Poker games.	2.1 Make Poker announcements and hand signals. 2.2 Deal cards according to game rules and variations. 2.3 Deal game at appropriate pace according to organisational standards.
3. Accept wagers and pay winnings.	3.1 Accept or refuse permitted wagers according to organisational procedures and variations. 3.2 Determine winning and losing wagers. 3.3 Pay and witness winnings according to organisational procedures. 3.4 Conduct ***financial transactions*** according to organisational

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procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Poker terminology
- Poker equipment and techniques:
  - sorting
  - shuffling
  - cutting
  - dealing
- standard approved Poker rules
- permitted variations to Poker rules
- organisational procedures and approved rules for Poker:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • sort, inspect and shuffle cards, deal Poker games, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Poker rules, permitted variations and organisation-specific procedures across multiple games • accurately process a variety of wagers • integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a casino training room
	• financial transaction documentation or systems
	• current organisational procedures, approved rules and permitted variations
	• groups of players with whom the individual can interact during games.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual dealing the game, accepting wagers, paying winnings and processing financial transactions • oral or written questioning to assess ability to process a variety of wagers consistently and accurately • evaluation of financial documentation completed by the individual • use of role-plays to assess ability to make verbal announcements and use hand signals • written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment

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assessment	activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHGAM302 Operate table games.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:	• banker and player markers
	• cards
	• card equipment:
	  • discard rack
	  • shoe or dealing device
	  • shuffling machine
	• player puck
	• signage:
	  • advice to players
	  • limits
	  • notification of table closure.

Variations may involve:	• different varieties of Poker, such as:
	  • Seven Card Stud
	  • Three Card Manilla
	  • Omaha
	  • Five Card
	• Texas Hold’em variations as approved by the state or territory regulatory authority:
	  • name of the game
	  • shuffles
	  • rules
	  • wagers.

Financial transactions may involve:	• cash changes • chip purchase vouchers • colour changes • credits • fills

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- promotional tokens
- wagers:
  - jackpot
  - losing
  - winning.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM307 Deal Pontoon games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM012A Deal a Pontoon game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Pontoon. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Shuffle and cut cards for Pontoon games.	1.1 Check positioning of approved ***equipment*** on the table. 1.2 Sort, inspect and introduce cards according to game rules. 1.3 Shuffle cards according to game rules and ***variations***. 1.4 Cut cards according to game rules.
2. Deal Pontoon games.	2.1 Make Pontoon announcements and hand signals. 2.2 Deal cards according to game rules and variations. 2.3 Deal game at appropriate pace according to organisational standards.
3. Accept wagers and pay winnings.	3.1 Accept or refuse permitted wagers according to organisational procedures and variations. 3.2 Determine winning and losing wagers. 3.3 Pay and witness winnings according to organisational procedures. 3.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Pontoon terminology
- Pontoon equipment and techniques:
  - sorting
  - shuffling
  - cutting
  - dealing
- standard approved Pontoon rules
- permitted variations to Pontoon rules
- organisational procedures and approved rules for Pontoon:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • sort, inspect and shuffle cards, deal Pontoon games, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Pontoon rules, permitted variations and organisation-specific procedures across multiple games • accurately process a variety of wagers • integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
	  • real industry workplace
	  • simulated industry environment such as a casino training room
	• financial transaction documentation or systems
	• current organisational procedures, approved rules and permitted variations
	• groups of players with whom the individual can interact during games.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual dealing the game, accepting wagers, paying winnings and processing financial transactions • oral or written questioning to assess ability to process a variety of wagers consistently and accurately • evaluation of financial documentation completed by the individual • use of role-plays to assess ability to make verbal announcements and use hand signals • written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for

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example:

- SITHGAM302 Operate table games.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- cards
- card equipment:
  - discard rack
  - shoe or dealing device
  - shuffling machine
- pallet
- signage:
  - advice to players
  - limits
  - notification of table closure
- table markers.

Variations may involve:

- variations as approved by the state or territory regulatory authority:
  - name of the game
  - shuffles
  - rules
  - wagers.

Financial transactions may involve:

- cash changes
- chip purchase vouchers
- colour changes
- credits
- fills
- promotional tokens
- wagers:
  - jackpot
  - losing
  - winning.

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Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM308 Conduct Rapid Roulette games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM013A Conduct a Rapid Roulette game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate the Rapid Roulette wheel, accept wagers and pay out winnings with a focus on specific game rules. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct Rapid Roulette games.	1.1 Check positioning of approved ***equipment***. 1.2 Make Rapid Roulette announcements and hand signals. 1.3 Spin wheel according to game rules and ***variations***. 1.4 Operate Rapid Roulette equipment according to design functions and manufacturer instructions. 1.5 Conduct game at appropriate pace according to organisational standards.
2. Accept wagers and pay winnings.	2.1 Accept or refuse permitted wagers according to organisational procedures and variations. 2.2 Determine winning and losing wagers. 2.3 Pay and witness winnings according to organisational procedures. 2.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Rapid Roulette terminology
- Rapid Roulette equipment and techniques, including in-house computer system (where applicable) for the Rapid Roulette station and player terminals that link to back-of-house system
- standard approved Rapid Roulette rules
- permitted variations to Rapid Roulette rules
- organisational procedures and approved rules for Rapid Roulette:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • operate the wheel, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Rapid Roulette rules, permitted variations and organisation-specific

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procedures across multiple games
- accurately process a variety of wagers
- integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
  - real industry workplace
  - simulated industry environment such as a casino training room
- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- groups of players with whom the individual can interact during games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual conducting the game, accepting wagers, paying winnings and processing financial transactions
- oral or written questioning to assess ability to process a variety of wagers consistently and accurately
- evaluation of financial documentation completed by the individual
- use of role-plays to assess ability to make verbal announcements and use hand signals
- written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM302 Operate table games.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specific ***equipment*** to operate Rapid Roulette may include:	• electronic Rapid Roulette wheel • electronic results key pad and associated equipment • signage, including limits, advice to players and notification of table closure • in-house computer system (where applicable) for the Rapid Roulette station and player terminals that link to back-of-house system.

Variations may involve:	• variations as approved by the state or territory regulatory authority:
	  • name of the game
	  • rules
	  • wagers.

Financial transactions may involve:	• cash changes
	• chip purchase vouchers
	• colour changes
	• credits
	• fills
	• promotional tokens
	• wagers:
	  • jackpot
	  • losing
	  • winning.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM309 Conduct Roulette games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM014A Conduct a Roulette game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate the Roulette wheel, accept wagers and pay out winnings according with a focus on specific game rules. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct Roulette games.	1.1 Check positioning of approved ***equipment***. 1.2 Make Roulette announcements and hand signals. 1.3 Spin wheel according to game rules and ***variations***. 1.4 Operate Roulette equipment according to design functions and manufacturer instructions. 1.5 Conduct game at appropriate pace according to organisational standards.
2. Accept wagers and pay winnings.	2.1 Accept or refuse permitted wagers according to organisational procedures and variations. 2.2 Determine winning and losing wagers. 2.3 Pay and witness winnings according to organisational procedures. 2.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Roulette terminology
- Roulette equipment and techniques
- standard approved Roulette rules
- permitted variations to Roulette rules
- organisational procedures and approved rules for Roulette:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • operate the Roulette wheel, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Roulette rules, permitted variations and organisation-specific procedures across

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multiple games
- accurately process a variety of wagers
- integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
  - real industry workplace
  - simulated industry environment such as a casino training room
- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- groups of players with whom the individual can interact during games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual dealing the game, accepting wagers, paying winnings and processing financial transactions
- oral or written questioning to assess ability to process a variety of wagers consistently and accurately
- evaluation of financial documentation completed by the individual
- use of role-plays to assess ability to make verbal announcements and use hand signals
- written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM302 Operate table games.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- change block or diving board
- chip tree
- chipping machine
- dolly
- marker buttons
- signage:
  - advice to players
  - limits
  - notification of table closure.

Variations may involve:

- variations as approved by the state or territory regulatory authority:
  - name of the game
  - rules
  - wagers.

Financial transactions may involve:

- cash changes
- chip purchase vouchers
- colour changes
- credits
- fills
- promotional tokens
- wagers:
  - jackpot
  - losing
  - winning.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM310 Conduct Sic Bo games

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHGAM015A Conduct a Sic Bo game. Title changed to reflect need for operation of multiple games. Co-requisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate the Sic Bo electronic dice tumbling device, accept wagers and pay out winnings with a focus on the specific rules of the game. General table operations covering set up and close down, chip management and game monitoring is covered in the separate unit SITHGAM302 Operate table games.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

Application of the Unit

This unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct Sic Bo games.	1.1 Check positioning of approved ***equipment***. 1.2 Make Sic Bo announcements and hand signals. 1.3 Use the dice according to game rules and ***variations***. 1.4 Operate Sic Bo equipment according to design functions and manufacturer instructions. 1.5 Conduct game at appropriate pace according to organisational standards.
2. Accept wagers and pay winnings.	2.1 Accept or refuse permitted wagers according to organisational procedures and variations. 2.2 Determine winning and losing wagers. 2.3 Pay and witness winnings according to organisational procedures. 2.4 Conduct ***financial transactions*** according to organisational procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make clear gaming announcements
- literacy skills to:
  - read and interpret organisational procedures, approved rules and permitted variations
  - read game signage
  - complete documents associated with financial transactions
- numeracy skills to:
  - count cards
  - calculate sometimes complex wagers
  - process winnings and other financial transactions.

Required knowledge

- Sic Bo terminology
- Sic Bo equipment and techniques
- standard approved Sic Bo rules
- permitted variations to Sic Bo rules
- organisational procedures and approved rules for Sic Bo:
  - operating the game, including pace and accuracy
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use Sic Bo dice, accept wagers and pay out winnings according to organisational procedures and approved rules • integrate knowledge of Sic Bo rules, permitted variations and organisation-specific procedures across

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multiple games
- accurately process a variety of wagers
- integrate multiple transactions and activities within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a fully equipped gaming environment including relevant game equipment, cash and chips; this may be a:
  - real industry workplace
  - simulated industry environment such as a casino training room
- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- groups of players with whom the individual can interact during games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual conducting the game, accepting wagers, paying winnings and processing financial transactions
- oral or written questioning to assess ability to process a variety of wagers consistently and accurately
- evaluation of financial documentation completed by the individual
- use of role-plays to assess ability to make verbal announcements and use hand signals
- written or oral questioning to assess knowledge of organisational procedures, approved rules and permitted variations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHGAM302 Operate table games.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include:

- change block or diving board
- electronic dice tumbling device and cover
- electronic key pad and associated equipment
- marker buttons
- signage:
  - advice to players
  - limits
  - notification of table closure.

Variations may involve:

- variations as approved by the state or territory regulatory authority:
  - name of the game
  - rules
  - wagers.

Financial transactions may involve:

- cash changes
- chip purchase vouchers
- colour changes
- credits
- fills
- promotional tokens
- wagers:
  - jackpot
  - losing
  - winning.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITHGAM501 Manage gaming activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show equivalence.
1.0	E Replaces and is equivalent to SITHGAM005A Develop and manage gaming activities. Title simplified. Minor adjustments to expression of content to streamline and improve unit. Three prerequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage various aspects of gaming, including development of new activities, venue design, promotion, security and compliance.

Application of the Unit

This unit applies to all gaming venues with gaming machines, Totalisator Agency Board (TAB) or Keno services, and to gaming managers who operate independently and with significant operational management responsibilities. The unit does not cover the development and management of table games.

Licensing/Regulatory Information

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM201 Provide responsible gambling services.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITHGAM201	Provide responsible gambling services

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop gaming activities.	1.1 Research gaming requirements based on customer preferences, budget, location and organisational objectives. 1.2 Identify and research information on potential ***gaming activities*** and products. 1.3 Select gaming products suited to the venue and purpose. 1.4 Establish and monitor gaming policies, ***systems*** and procedures according to legislative and organisational requirements. 1.5 Investigate computer applications for gaming and set up and implement appropriate systems and records. 1.6 Research, plan and set up data systems for safety, security and accounting purposes and put monitoring procedures in place. 1.7 Establish resource requirements, including staffing, ***furniture***, ***equipment*** and ***fittings***, and training.
2. Develop and maintain a gaming venue.	2.1 Design a plan for the gaming floor according to venue capability. 2.2 Analyse and select appropriate furniture, machines, equipment and fittings based on ***key considerations***. 2.3 Analyse appropriate systems where required. 2.4 Plan pre installation, including staffing and training, and location and operation of equipment and service design.

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	2.5 Negotiate terms for appropriate equipment and fittings to achieve agreed budget and requirements. 2.6 Procure and install furniture, equipment and fittings. 2.7 Monitor gaming location for effective operation and modify as required.
3. Monitor gaming activities.	3.1 Summarise and analyse gaming data and prepare recommendations. 3.2 Develop reports on gaming activities and submit to appropriate personnel. 3.3 Analyse gaming operations problems and develop strategies for enhanced performance. 3.4 Match data against key performance indicators and benchmarks.
4. Develop promotional activities for gaming.	4.1 Conduct research to determine suitable ***promotional activities***. 4.2 Formulate promotional activities based ***business and customer needs***. 4.3 Develop action plans and evaluation mechanisms for promotional activities.
5. Organise and monitor security for gaming location.	5.1 Develop, implement and monitor gaming ***security policies and procedures*** according to legislative requirements, and confidentiality and privacy provisions. 5.2 Ensure that appropriate security personnel are employed and trained.
6. Ensure business compliance.	6.1 Identify and meet legal obligations for gaming activities. 6.2 Make ***information and signage*** on organisational gaming activities and responsible gambling policies available to customers and employees.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and leadership skills to negotiate with suppliers
- initiative and enterprise skills to pro-actively seek new product opportunities
- literacy skills to:
  - research potentially complex information on gaming activities, requirements and trends
  - write promotional information
- numeracy skills to calculate return on gaming activities and understand probability theory
- planning and organising skills to manage the planning and implementation of new gaming

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activities
- problem-solving skills to respond to operational management issues
- technology skills to evaluate the operation of gaming systems.

Required knowledge

- current gaming environment and market in which the organisational operates
- sources of information on gaming products
- current gaming technology and systems
- gaming psychology in relation to the development, promotion and management of gaming activities
- ethics of gaming related to the operation of a gaming venue, including duty of care
- typical gaming reporting formats and procedures
- gaming and probability theory as it relates to the operation of a gaming venue
- purpose and requirements of:
  - federal, and state or territory legislation relating to gaming
  - relevant codes of conduct in relation to gaming and betting and responsible conduct of gambling
- roles and requirements of other authorities in relation to gaming
- taxation structures for gaming activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• plan gaming activities in a particular business context taking account of:
	  • business objectives
	  • customer needs
	• demonstrate comprehensive knowledge of:
	  • gaming products and technologies
	  • gaming promotional strategies
	  • gaming layouts, furniture, equipment and fittings
	  • current gaming legislation, regulations and compliance requirements
	  • security issues and compliance requirements.

Context of and specific	Assessment must ensure use of:

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resources for assessment	• a real or simulated gaming business for which the individual can plan and develop facilities, systems and promotional initiatives • suppliers and promoters of gaming products with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of plans and promotional strategies developed by the individual for a particular gaming location • review of promotional materials and strategies developed by the individual • use of case studies to assess ability to apply knowledge to the development and management of gaming activities for specific workplace situations • oral or written questioning to assess knowledge of business compliance requirements, security issues and promotional aspects of gaming operations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXGLC501 Research and comply with regulatory requirements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Gaming activities may include:	• electronic gaming machines • Internet gaming • Keno • linked progressive jackpot systems • Multi-Terminal Gaming Machines (MTGMs) • sports betting

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	• TAB.
Systems may include:	• cashcades • central monitoring • communication • data retrieval and promotion systems • linked progressive jackpot systems, including random and combination-specific jackpots • membership reward systems.
Furniture, ***equipment and fittings*** may include:	• cabling • change machines • lighting and signage • power • seating • security systems.

Key considerations includes:	• customer considerations:
	  • accessibility
	  • gaming preferences
	  • player comfort
	• decor
	• legislative requirements
	• noise levels
	• theming
	• traffic and work flow.

Promotional activities may include:	• cross-promotional activities with other operational areas • member reward systems • player reward systems • promotional events.
Business and customer needs includes:	• budgets • demographics • geography • industry trends • legislative requirements • player loyalty • responsible gaming • themes.
Security policies and procedures relevant to gaming activities may include:	• cash control • closed-circuit television monitoring • investigation into discrepancies in reports and accounts • key access and control systems

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	• security clearance procedures, including security checks of staff and players • specialist security activities.
Information and signage on gaming activities to be provided may include:	• available games and game rules • available problem gambling support services • complaints resolution processes • exclusion provisions • hours of gambling services • policy and mission statement on responsible gambling • information on odds, win rates or return rates to player.

Unit Sector(s)

Hospitality

Competency Field

Gaming

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SITTGDE101 Interpret aspects of local Australian Indigenous culture

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE009A Interpret aspects of local Australian Indigenous culture. Wording simplified to more accurately reflect level at which skills are applied.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to share information about a specific local Australian Indigenous culture. It is this localised focus that distinguishes this unit from SITTGDE306 Research and share general information on Australian Indigenous cultures.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of local cultural knowledge, appropriate behaviour and local community consultation.

Application of the Unit

This unit applies to those people who are able to share local Indigenous cultural knowledge with others. They may work at many different levels, as cultural knowledge has no direct relationship with workplace levels of responsibility.

The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders or who are authorised by local elders on behalf of their communities.

There are many different Indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community.

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Licensing/Regulatory Information

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:

- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTGDE306 Research and share general information on Australian Indigenous cultures.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Talk with the local Indigenous community.	1.1 Talk to community members about cultural tourism activities, and the ***ways that information can be used***. 1.2 Prepare for and conduct activities according to the needs and wishes of the local Indigenous community. 1.3 Identify potential conflicts within the local Indigenous community and seek solutions.
2. Share information about local Australian Indigenous culture.	2.1 Share information about ***aspects of Australian Indigenous culture*** with customers to an appropriate level. 2.2 Advise customers about culturally appropriate behaviour. 2.3 Show respect for Australian Indigenous cultures and values through appropriate personal behaviour during activities. 2.4 Show customers traditional and contemporary practices when appropriate. 2.5 Use local language and share with customers when appropriate. 2.6 Invite customers to actively participate and share in the Australian Indigenous ***cultural experience*** when appropriate.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - talk with others about Indigenous cultural issues
  - share information with people from other cultures.

Required knowledge

- aspects of a specific local Australian Indigenous culture
- protocols for the sharing of information about specific local Australian Indigenous cultures
- copyright and intellectual property issues associated with providing information about local Australian Indigenous culture.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • talk with Indigenous community members about what information can be shared with customers • provide cultural information in an appropriate and respectful manner • demonstrate knowledge of the local Australian Indigenous culture appropriate to the region.
Context of and specific resources for assessment	Assessment must ensure use of: • cultural sites and locations • involvement of persons approved of by relevant local community elders in the assessment process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. For this unit, methods should be chosen by relevant local community elders or those approved of by the elders.

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Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCCS101 Provide information and assistance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ways that information can be used may relate to:	• what information can be shared • who can give information to whom • who can receive the information • what activities are appropriate • who should be involved in activities.
Aspects of Australian Indigenous culture may relate to:	• art • bush foods and medicine • dance • music • storytelling • tools and implements.
Cultural experience may take place in:	• cultural centres • galleries • natural sites.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE301 Work as a guide

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE001B Work as a guide.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that guides must consider in their day-to-day work.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act (2003).

Application of the Unit

This unit applies to guides who may work across multiple industry sectors as employees or independent contractors. They could operate within a single site, or in a particular city, region or tourist precinct, but they often move across sites, cities and regions.

Guides apply discretion and judgement within established organisational procedures, and when on tour they take a lead role without supervision. Sometimes guides are the owner-operators of small tour operations.

Licensing/Regulatory Information

No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply knowledge of the guiding sector.	1.1 Conduct guiding activities in a manner that takes account of the roles and responsibilities of different types of guides. 1.2 Identify key guide information sources and contacts. 1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2. Guide tours according to legal, ethical and safety requirements.	2.1 Conduct guiding activities according to legal requirements governing the industry. 2.2 Actively participate in ***risk assessment*** as an integral part of work activities. 2.3 Take account of ***ethical considerations*** for particular contexts. 2.4 Guide tours according to safety requirements. 2.5 Support ***sustainability*** in work practices.
3. Develop guiding skills and knowledge.	3.1 Identify and use ***opportunities*** to update knowledge and skills required by guides. 3.2 Maintain knowledge of ***technologies*** used by guides. 3.3 Identify and access sources of guide support when required. 3.4 Share knowledge with colleagues to enhance quality of service provided to customers.
4. Communicate with tourism industry operators in English.	4.1 Articulate information using industry acceptable language. 4.2 Achieve mutual understanding and agree on details relevant to guiding activities. 4.3 Provide accurate information and explanations about customer requirements and special requests. 4.4 Identify nature and key facts of operational problems and provide appropriate solutions by consulting with the ***tourism operator***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with others on operational matters
- critical thinking skills to:
  - evaluate legal, ethical, safety and sustainability issues and requirements for guides
  - make decisions on appropriate behaviours and actions
  - contribute to risk assessment processes
- literacy skills to:
  - read and interpret industry codes of practice and regulations
- learning and self-management skills to maintain and enhance professional skills and knowledge
- technology skills to work with online information systems.

Required knowledge

- tourism industry sectors and their interrelationship, in particular the tour operations and wholesaling sectors and the way that guiding fits into the tourism industry
- roles, responsibilities and career paths for different types of guides, including tour guides, tour managers, site guides, adventure guides, meet and greet guides, city hosts and driver guides
- role of the guide in the risk management process
- roles and services provided to guides by peak guiding bodies and industry associations
- industry and legal compliance requirements that affect guiding operations, including:
  - consumer protection laws
  - occupational licensing and industry accreditation
  - contents of various guiding codes of conduct or practice and the impacts of non-compliance
  - public liability and the guide’s duty of care
  - environmental laws
  - permit requirements for operating in protected areas
  - Queensland Tourism Services Act (2003) requirements for guides when working in Queensland
- safety issues that affect guiding operations in particular contexts, particularly those related to customer safety in different environments
- sustainability considerations for professional guides, including those related to:
  - host community interactions, including Indigenous contexts
  - minimal impact practices
  - own professional development.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide guiding services that meet legal, ethical, safety and sustainability requirements • communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements • demonstrate knowledge of roles and responsibilities of different types of guides • demonstrate knowledge of legal, ethical, safety and sustainability issues to be considered in specific guiding contexts.
Context of and specific resources for assessment	Assessment must ensure use of: • environments in which guiding activities take place, e.g. at visitor sites, on-board various forms of transportation • plain English documents that describe the legal requirements of the Queensland Tourism Services Act (2003), consumer laws and environmental management issues • industry association membership information and codes of conduct • other people to allow for oral communication in English on practical guiding matters.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • use of case studies and problem-solving activities to assess application of knowledge to different guiding situations and contexts, including analysis of ethical issues • use of role-plays to assess the individual's ability to communicate in English on practical guiding issues, and to guide a tour • written or oral questioning to assess knowledge of different guide roles, content of industry codes of conduct and relevant legal issues • review of portfolios of evidence and third-party

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workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE303 Lead tour groups
- SITTGDE401 Coordinate and operate tours
- SITTIND201 Source and use information on the tourism industry
- SITTTSL303 Sell tourism products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Risk assessment activity may involve:

- dealing with inherent risks
- identifying hazards as part of normal operations
- making simple reports
- identifying need for a full risk assessment
- using risk assessment templates.

Ethical considerations may relate to:

- compliance with industry codes of conduct
- cultural considerations
- dealings with local communities, including Indigenous communities
- provision of services as promoted or confirmed
- relationships with industry colleagues, customers and suppliers
- unconscionable conduct.

Sustainability may be:

- economic:
  - business profitability
- environmental:
  - minimal impact
  - waste minimisation
- social:
  - interactions with host communities.

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Opportunities may include:

- familiarisation tours
- industry seminars
- participation in industry accreditation schemes
- participation or membership in professional guide associations
- research
- social networking
- training courses.

Technologies may include:

- presentation technologies
- RFID codes (for hand held devices)
- social networking.

Tourism operator may be:

- inbound tour operators
- other guides
- retail outlets, including:
  - factory outlets
  - opal or souvenir outlets
  - tax free stores
- suppliers of any tourism product or service that is a component of the touring itinerary, including:
  - accommodation providers
  - airlines
  - attraction or theme parks
  - coach companies
  - food and beverage outlets
  - tour operators and cruise operators.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE302 Provide arrival and departure assistance

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE002A Provide arrival and departure assistance. Added safety and legal.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide assistance to customers between transport terminals and accommodation. It requires the ability to check the customer's arrival and departure information, reconfirm all operational aspects of the transportation and accommodation, and provide customers with accurate information.

Application of the Unit

This unit applies to the tour operations, tour wholesaling, event management and accommodation sectors. Arrival and departure assistance may be provided at international or domestic transport terminals and could be for groups or individual travellers. This job function requires the use of discretion and judgement within predefined organisational procedures, and individuals working independently with limited supervision undertake the role. This could include tour guides, tour managers, coach captains and hire car drivers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct arrival transfers for visitor groups or individuals.	1.1 Check customer arrival information, and take action to deal with alterations or delays. 1.2 Confirm transport details with transport supplier. 1.3 Use identification techniques so that customers can locate the guide at the ***transport terminal***. 1.4 Make safe and appropriate use of ***terminal facilities***. 1.5 Record arrivals, no shows and other comments on relevant documentation. 1.6 Establish and monitor baggage arrangements prior to customer arrival. 1.7 Ensure correct number of baggage pieces and passengers are transported using appropriate checking procedures. 1.8 Follow established procedures for lost baggage.
2. Deliver arrival information to visitors.	2.1 Greet customers in a manner that encourages a positive response towards the guide, the company, the region and Australia in general. 2.2 Provide customers with correct and adequate ***information and advice*** to introduce them to the local area.
3. Check in groups and individuals at accommodation.	3.1 Brief customers on ***accommodation*** check in procedures. 3.2 Offer friendly and efficient assistance with accommodation check in or facilitate check in on behalf of customers. 3.3 Liaise with accommodation staff during check in to minimise any communication difficulties.
4. Conduct departure transfers for groups and individuals.	4.1 Verify departure details in advance of transfer and take action to respond to variations. 4.2 Organise customer departure to minimise disruption and take account of ***safety issues***. 4.3 Check details of departing passengers and ensure all are accounted for.

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4.4 Check baggage prior to departure using procedures that ensure that no items are left behind.

4.5 Advise customers to check belongings prior to departure.

4.6 Advise customers on transport terminal departure ***procedures***, including safety requirements.

4.7 Obtain feedback on products and services from customers and relay information to relevant people.

4.8 Offer friendly and efficient assistance with transport check in or facilitate check in on behalf of customers.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with customers and work colleagues on typical operational issues
  - use microphone techniques
- initiative and enterprise skills to pro-actively identify and respond to operational or service challenges
- literacy skills to:
  - read and interpret customer and operational information
  - interpret tourism industry jargon, including terminal and transport codes
  - record accurate customer arrival and departure information
- numeracy skills to:
  - count and check group members and the number of luggage pieces
  - use the 24-hour clock
- planning and organising skills to follow logical checking and scheduling processes
- problem-solving skills to identify, resolve or report typical operational challenges with arrival and departure transfers
- teamwork skills to work co-operatively with colleagues in transport terminals and accommodation venues
- technology skills to use online information services.

Required knowledge

- main arrival and departure points and facilities in the local area
- guide identification techniques within transport terminals
- baggage procedures at transport terminals and accommodation venues
- lost baggage procedures at transport terminals
- accommodation check-in procedures for various customer types
- formats of standard customer travel documentation and terminology used, including:

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  - rail, air and bus tickets
  - accommodation and transfer vouchers
  - operational documentation (e.g. itineraries)
  - use of 24-hour clock
- legal obligations of tour operators and guides when providing arrival and departure transfers, including public liability and the guide's duty of care
- work health and safety considerations at transport terminals and accommodation venues, including those related to:
  - baggage
  - safe movement of people (traffic, parking, crowd control)
  - security requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow correct procedures at transport terminals and accommodation venues • communicate accurate and adequate information to customers • coordinate multiple arrival and departure activities using different operational details for different customer groups • coordinate arrival and departure activities across multiple transport terminals, relevant to the work location • demonstrate knowledge of transport terminals and facilities, and the procedures to be followed for arrivals and departures.
Context of and specific resources for assessment	Assessment must ensure use of: • operational transport terminals and accommodation venues (within security restrictions) • transport used by local industry for the conduct of transfers • accommodation venues • customer and operational arrival and departure information

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- customer groups of a size and nature that reflect the commercial environment in which the guide operates.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of arrival and departure transfers conducted by the individual
- review of documentation, such as passenger lists and baggage checklists completed by the individual
- use of case studies and problem-solving to assess ability to respond effectively to problems that occur during arrivals and departures
- written or oral questioning to assess knowledge of transport terminals, baggage procedures and travel documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE301 Work as a guide
- SITTGDE305 Develop and maintain the general and regional knowledge required by guides
- SITTGDE401 Coordinate and operate tours.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Transport terminal may include:

- air charter facilities
- airports
- bus and coach terminals
- shipping ports or cruise ship terminals
- train stations.

Terminal facilities may include:

- airside access
- communication systems between terminals and

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	parking facilities • message boards • public address systems • special areas set aside for groups.
Information and advice to customers may relate to:	• accommodation facilities • check-in procedures • forthcoming tour arrangements • transfer procedures • geography of hotel and immediate vicinity • local time • local weather • money exchange rates and facilities • overview of destination information • tipping • welcome and introduction.
Accommodation may include:	• bed and breakfast • camping ground • caravan park • guesthouse • hotel • motel • resort.
Safety issues may relate to:	• baggage as trip hazards • crowding in lobby areas • loading of baggage and passengers • parking of transfer vehicles • traffic considerations.
Procedures for departure may include:	• duty free requirements • outgoing passenger cards • tax procedures.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE303 Lead tour groups

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTGDE004A Lead tour groups. Element 3 on managing conflict removed to reduce duplication with other units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a group of customers. It focuses on the communication and leadership skills required by guides, and the ability to coordinate the physical movement of groups.

Application of the Unit

The unit can apply to any situation where a guide or tour manager is involved in delivering a tour or activity to a group of customers.

This could include tours of single sites or tours that include multiple products and sites. The unit is relevant in the cultural industries where group tours or activities take place in a museum, gallery, library, performing arts centre or zoo; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours for business or promotional purposes.

Leading tour groups requires organisational and communication skills and guides who perform this function operate independently or with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Coordinate group movements.	1.1 Maintain tour schedule through effective communication with the group. 1.2 Use techniques to promptly attract group attention when required. 1.3 Courteously advise group about ways in which minimum disruption and disturbance can be caused to other people and the environment. 1.4 Complete physical group movements in an orderly manner, checking group numbers at appropriate times. 1.5 Advise customers of procedures if they become separated from the group. 1.6 Provide instructions in a manner and pace appropriate to the group and encourage customers to seek clarification where necessary. 1.7 Locate lost or late group members, ensure they rejoin the group and are advised of future need to comply with group movements.
2. Encourage group morale and goodwill.	2.1 Use ***techniques to build group cohesion*** during the tour. 2.2 Balance the needs of individuals and the group in the conduct of the tour. 2.3 Respond to ***group problems*** in a manner likely to optimise the goodwill and morale of the group.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills to:
  - brief customers clearly about tour or activity movements
  - build group cohesion through use of effective interpersonal communication
  - apply conflict resolution skills and strategies
- numeracy skills to count tour members
- planning and organising skills to coordinate practical aspects of moving groups of people
- problem-solving skills to respond to operational and interpersonal problems.

Required knowledge

- procedures for maximising efficiency of group movements
- procedures for locating lost or late group members and coordinating reunion with the group
- minimal impact practices relevant to particular sites or locations
- principles of group management and group dynamics
- communication and leadership techniques with particular application to guiding activities and building group cohesion
- types of conflict and people management issues likely to arise in a group touring situation and typical causes and responses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • coordinate group movements, using communication and leadership techniques that build group cohesion • lead multiple group tours or activities of a duration that reflects local industry product and practice, and of sufficient duration to allow the individual to demonstrate techniques to build group cohesion • demonstrate knowledge of the range of conflict and people management issues that could arise during group tours or activities.
Context of and specific resources for assessment	Assessment must ensure use of: • touring environments that reflect that nature of tours commercially available in the relevant city or region • real or simulated touring activities • a group of customers for whom the individual can act as

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guide.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual's ability to coordinate the movement of groups by participating in tours conducted by the individual
- direct observation of the individual's people management skills during the operation of group tours
- questioning group tour members about the individual's clarity of communication and leadership skills
- use of case studies and problem-solving to evaluate ability to apply solutions to different group conflicts and difficulties
- written or oral questioning to assess knowledge of conflict resolution, leadership and group motivation techniques and procedures relevant to the movement of tour groups
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE401 Coordinate and operate tours
- SITTGDE402 Manage extended touring programs
- SITXCOM202 Provide a briefing or scripted commentary.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques to build group cohesion may include:

- encouraging interaction between group members
- focusing the group on shared experiences
- group activities or games

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- inviting individuals to address the group
- using seat rotation systems
- using the skills of individual group members in the operation of the tour.

Group problems may involve:

- interpersonal issues:
  - customers who cause disruption and disturbance to others
  - dissatisfaction with the tour
  - dominant customers
  - negative customers
  - perception of favouritism by guide
  - personal conflict between customers
  - subgroups or cliques within the group
- operational issues:
  - overcrowding
  - scheduling
  - lost customers.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE304 Prepare and present tour commentaries or activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE006A Prepare and present tour commentaries or activities. Corequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to construct commentaries or activities and to use effective interpretation and presentation techniques to ensure customer participation and enjoyment in tours or activities. Guides may be presenting generalist or specialist information.

Application of the Unit

This unit applies in any context where individuals develop and present commentaries or activities that involve creative approaches to the preparation and delivery of information. This could include guided tours, outdoor and adventure activities or experiences in museums, galleries, libraries, places of historic or cultural significance, performing arts centres or zoos. Guides of all types working independently with limited supervision undertake this role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare commentaries or activities for presentation to customers.	1.1 Select and evaluate information to meet ***needs of specific customers***, operational contexts and timing restrictions. 1.2 Select or develop themes as a basis for commentaries or activities. 1.3 Construct ***commentaries or activities*** to maximise potential for customer enjoyment and learning. 1.4 Organise support materials in advance of tour or activity. 1.5 Prepare oral or written interpretive information tailored to specific audiences.
2. Present commentaries or activities to customers.	2.1 Use interpretive and presentation techniques to combine entertainment and learning and enhance the customer experience. 2.2 Present current, accurate and relevant information in a logical order. 2.3 Present information of appropriate depth and breadth using language suited to the group. 2.4 Pace presentation according to timing requirements and operational context. 2.5 Use ***equipment and resources*** and identify and report any equipment defects promptly. 2.6 Maintain communication with colleagues as required by specific tour or activity circumstances. 2.7 Implement contingency plans when ***unexpected events*** occur and amend presentation format, order or structure to minimise impact on customer enjoyment.
3. Interact with customers.	3.1 Encourage customer participation within safety requirements. 3.2 Invite and respond to questions and feedback from customers, ensuring involvement of the whole group. 3.3 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other

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information sources.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - use creative presentation and interpretive techniques including storytelling, role-play, games, sensory awareness exercises and illustrated talks
  - interact positively with customers
- critical thinking skills to evaluate potentially complex information from varied sources
- literacy skills to:
  - research and analyse potentially complex information and adapt this for effective presentation
  - structure cohesive presentations
- planning and organising skills to structure and time presentations according to workplace needs
- problem-solving skills to respond to operational problems during commentaries or activities
- technology skills to work with online information.

Required knowledge

- subject matter being presented, which will vary according to context
- techniques for structuring commentaries and activities
- current interpretive theory, methods and media
- presentation and interpretive techniques, including the role and use of:
  - humour
  - body language
  - role-play
  - voice techniques
  - storytelling
  - games and activities
  - sensory awareness exercises
  - visual aids and props
  - positioning.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and present commentaries or activities:
	  • for multiple environments
	  • for different customer groups
	• use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences
	• present commentaries or activities of a duration that reflects local industry product and practice
	• demonstrate knowledge of interpretive frameworks and the ability to create themes and storylines from these frameworks
	• demonstrate knowledge of relevant subject matter.

Context of and specific resources for assessment	Assessment must ensure use of: • touring environments that reflect the nature of tours commercially available in the relevant city or region • real or simulated touring activities • equipment and resources required for the delivery of tours such as transport and venue access • a group of customers for whom the individual can act as guide • industry-current equipment for presentation such as a microphone.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual presenting commentaries or activities and using equipment effectively • questioning of tour members about the individual's communication skills, breadth of knowledge and ability to deliver knowledge in an interesting way • use of case studies to assess ability to tailor activities and information to suit particular customer needs and to respond effectively to problems that occur during activities or commentaries

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- written or oral questioning to assess knowledge of interpretive and presentation techniques
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- FDFCD2002A Promote wine tourism information
- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTGDE305 Develop and maintain the general and regional knowledge required by guides
- SITTGDE306 Research and share general information on Australian Indigenous cultures
- SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE308 Prepare specialised interpretive content on marine environments
- SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs of specific customers may vary according to:

- age
- cultural background
- educational level
- geographic origin
- requested coverage
- special interests.

Commentaries or activities may relate to:

- arts
- built environment
- history and heritage
- industrial operations
- natural environment:
  - flora

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- fauna
- landscape
- social environment.

Equipment and resources may include:

- audiovisual equipment
- microphone
- props
- videotapes and DVDs.

Unexpected events may include:

- changed access arrangements
- customer issues:
  - accidents and injuries
  - health
  - inappropriate behaviour
  - physical ability
- equipment or systems failure
- natural environment issues:
  - adverse climatic changes
  - unpredictable animal behaviour.

Unit Sector(s)

Tourism

Custom Content Section

Guiding

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SITTGDE305 Develop and maintain the general and regional knowledge required by guides

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE007A Develop and maintain the general and regional knowledge required by guides. Corequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research information on Australia for presentation to customers. It requires broad general knowledge of Australia plus some regional and location-specific knowledge, highlighting the need for ongoing research to update and expand guide knowledge.

Application of the Unit

This unit applies to all guides regardless of the context in which they work. Wherever guides are located or travel, they must maintain and expand their general knowledge base as a key professional development activity. In this context, they work independently or under limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research information on Australia and the local region.	1.1 Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues. 1.2 Identify key information ***sources*** used by guides. 1.3 Evaluate the credibility and reliability of information sources. 1.4 Select and use formal and informal research techniques to access current, accurate and relevant information about Australia and the local region. 1.5 Obtain information in a culturally appropriate way.
2. Prepare information for guiding activities.	2.1 Identify themes and messages from research to meet specific customer needs. 2.2 Select and use ***ways of organising information*** to reflect the needs of customers and the way in which information may be presented during a guiding activity.
3. Update general knowledge of Australia and the local region.	3.1 Identify and use opportunities to maintain currency of general knowledge about Australia and the local region. 3.2 Proactively seek opportunities to enhance and expand own knowledge base. 3.3 Incorporate updated and expanded knowledge into guiding activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate information for relevance to specific guiding contexts
- literacy skills to:
  - research and interpret a wide range of general information on Australia, specific regions and locations
- planning and organising skills to organise information in logical ways

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- self-management skills to take responsibility for ongoing development of knowledge
- technology skills to use online research systems.

Required knowledge

- key information sources frequently used by guides
- aspects of Australia in general and specific aspects of the local region, including:
  - history (historical development of Australia and the local region, major historical events and prominent individuals, key dates and overview of Australian Indigenous history)
  - government and politics (general structure, political parties, major political figures, and current federal, state and local political issues)
  - economy (overview of current state of the economy, and key features of the local economy and local industry)
  - trade (key exports and main trading partners)
  - education (overview of school and higher education systems and comparison of systems to those of other countries or states)
  - climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local area)
  - geography and geology (major land formations, landmarks, natural attractions and their key features for both Australia and the local region)
  - architecture (key buildings, their heritage and current use, and structures both in Australia and the local area)
  - cultural elements (overview of Indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities and local customs)
  - lifestyle (key features of the day-to-day living patterns of Australians and local people, and family and social customs)
  - art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians and major cultural events)
  - religion (religious make-up of Australia and the local area, and aspects of religious practices)
  - natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
  - flora and fauna (overview of native flora and fauna, their characteristics and key locations)
  - transport (main transport systems, usage of different forms of transport across Australia, and current transport within the local region)
  - agriculture (Australia’s history as a primary producer, key products of Australia, current issues, past and current agricultural aspects of the local region)
  - science and technology (Australia’s contribution both past and present, prominent individuals and key discoveries)
  - sport (main Australian sporting activities, Australia’s sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)

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- food (local dishes and produce)
- wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- shopping (key locations and local products)
- tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
- current events in Australia and the local region.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• source information to meet differing customer needs
	• demonstrate knowledge of Australia and the local region as specified under Required Knowledge, sufficient to:
	  • develop coherent and interesting presentations for customers
	  • answer typical questions asked by customers on given topics.

Context of and specific resources for assessment	Assessment must ensure use of: • current sources of information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual using knowledge to deliver interpretive commentaries or activities • questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • review of a research portfolio prepared by the individual • written or oral questioning to assess the individual's use of appropriate information sources • written or oral questioning or to assess knowledge of Australia and the local area • review of portfolios of evidence and third-party workplace

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reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE302 Provide arrival and departure assistance
- SITTGDE401 Coordinate and operate tours
- SITTGDE402 Manage extended touring programs
- SITTTOP403 Operate tours in a remote area.

Guiding personnel are expected to have a breadth and depth of knowledge in order to satisfy the information needs of their customers and funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required Skills and Knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- artworks
- events
- exhibitions
- experiences (of self or others)
- films

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	• images
	• Internet
	• music
	• other people:
	  • local experts
	  • traditional owners
	• performances
	• presentations
	• professional associations
	• printed texts (books, journals, magazines, newspapers)
	• technical information.

Ways of organising information may include:	• chronologies
	• customer profiles:
	  • interest profiles for particular age groups and nationalities
	  • special interest groups
	• specific touring route or location information
	• storylines
	• themes or character based notes.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE306 Research and share general information on Australian Indigenous cultures

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE008A Research and share general information on Australian Indigenous cultures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous societies in a culturally appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

Application of the Unit

This unit applies across many industry sectors. It is particularly relevant to cultural tourism operations and to individuals who work in customer service and guiding roles with differing levels of responsibility. Information could apply to Indigenous countries and cultures across Australia, or to a specific Indigenous country and culture.

Licensing/Regulatory Information

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:

- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTGDE306 Research and share general information on Australian Indigenous cultures.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research general information on Australian Indigenous cultures.	1.1 Identify key information ***sources*** about Australian Indigenous cultures. 1.2 Select and use formal and informal research techniques to access current, accurate and relevant ***information*** about Australian Indigenous cultures. 1.3 Obtain information in a culturally appropriate way. 1.4 Enhance cultural awareness and understanding by sharing information with others.
2. Share general information on Australian Indigenous cultures.	2.1 Identify and use Indigenous interpreters where possible. 2.2 Provide people with guidance on appropriate behaviour when interacting with Indigenous people. 2.3 Share clear and accurate information on Australian Indigenous cultures ensuring acknowledgment of the diversity of cultures. 2.4 Share information in a manner respectful of local community values and customs. 2.5 Answer questions according to community wishes about what information can be shared. 2.6 Respond to culturally inappropriate customer behaviour in a manner that minimises the likelihood of offence being taken.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - use cultural awareness when communicating with people from other cultures
  - share information clearly

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- literacy skills to:
  - source information about Australian Indigenous cultures
  - interpret varied information on Australian Indigenous cultures.

Required knowledge

- protocols for researching and sharing information about Australian Indigenous cultures
- fundamental Indigenous intellectual property issues, including:
  - strong links between intellectual property and cultural heritage
  - issues associated with the reproduction and sale of Indigenous cultural works
- Australian Indigenous cultures and their place in historical and contemporary Australia
- aspects of Australian Indigenous cultures relevant to the regional context.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow protocols for researching and sharing information generally available about Australian Indigenous cultures • demonstrate knowledge of Australian Indigenous cultures • source different types of information covering multiple topics to ensure a breadth of knowledge.
Context of and specific resources for assessment	Assessment must ensure use of: • people accepted by the local community in the assessment process (where information is specific to a community) • information sources verified or supported by Indigenous communities.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual sharing information about Australian Indigenous cultures • questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • review of a portfolio of information prepared by the individual • written or oral questioning to evaluate the process undertaken by the individual to source information • written or oral questioning or to assess general knowledge of Australian and Indigenous cultures appropriate to the region • use of case studies to assess ability to apply correct protocols to particular situations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTGDE304 Prepare and present tour commentaries or activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- artworks
- events
- exhibitions
- experiences (of self or others)
- films
- images
- Internet

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- music
- other people:
  - Indigenous people
  - traditional owners
- performances
- presentations
- professional associations
- printed texts (books, journals, magazines, newspapers)
- technical information.

Information may cover:

- Australian Indigenous cultures and countries in general
- specific topics:
  - art and music
  - bushcraft, bush food and bush medicine
  - contemporary Indigenous life and culture
  - cultural sites:
    - cultural centres
    - galleries
    - natural sites
    - occupation sites like middens
  - dance
  - history, pre and post-European contact
  - land ownership
  - tools and implements
  - traditional life and culture.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape. Corequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research specialised information on flora, fauna and landscape, and then critically analyse that information to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

Application of the Unit

This unit applies across many industry sectors and has particular application to guides who work in national parks, or who conduct tours with a strong focus on the natural environment. In this context, they work independently to research and prepare interpretive content.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research specialised information on flora, fauna and landscape.	1.1 Identify key ***sources*** of specialised information about flora, fauna and ***landscape***. 1.2 Evaluate the credibility and reliability of information sources. 1.3 Use formal and informal research techniques to access current, accurate and relevant information. 1.4 Make subjects of potential customer interest the focus of research activities.
2. Prepare specialised information on flora, fauna and landscape.	2.1 Analyse information and develop interpretive themes and messages to meet customer needs. 2.2 Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on flora, fauna and landscape.	3.1 Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2 Proactively seek opportunities to enhance and expand own knowledge base. 3.3 Incorporate updated knowledge into work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking and interpretive skills to:
  - establish an interpretive framework
  - evaluate and adapt a varied range of information for practical workplace purposes
  - create key messages, themes and storylines for audiences
- literacy skills to:
  - interpret potentially complex and detailed information on flora, fauna and landscape
- learning skills to proactively build own knowledge base
- technology skills to use the Internet as a research tool.

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Required knowledge

- understanding of the role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- sources of information on flora, fauna and landscape in the relevant geographic context
- landscapes of interest within a local region and their general characteristics
- key ecological terminology and concepts, including:
  - biotic and physical factors
  - populations
  - biodiversity and abundance
  - food web
  - community relations
  - life cycles
  - succession
  - zonation
  - carbon cycle
  - water cycle
  - energy flow
  - nutrient cycle
- interrelationships between parts of the ecosystem:
  - developmental processes related to the formation of the local landscapes, including:
    - geological formations and history
    - soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major species of flora and fauna within the landscape, including:
  - nature of species and where it is found
  - roles of individual species
  - characteristics
  - commonalities
  - interactions between species and the environment
  - nutrition and life cycles
  - species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect the landscape, including climate and fire
- nature of human impact on the landscape, including industrial impacts
- management regimes for the local landscape, including relevant authorities and codes of practice
- Australian Indigenous perspective on the landscape.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate knowledge of flora, fauna and landscape as detailed under Required Knowledge • develop coherent and interesting interpretations for presentation.
Context of and specific resources for assessment	Assessment must ensure use of: • current specialised information sources • current interpretive resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual using knowledge to deliver interpretive commentaries or activities • questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • review of a research portfolio prepared by the individual • written or oral questioning to assess the way in which the research process has been used • written or oral questioning to assess aspects of specialised knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTGDE303 Lead tour groups • SITTGDE304 Prepare and present tour commentaries or activities • SITTPPD402 Develop interpretive activities.

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Assessment should also recognise the different ways that people acquire specialised knowledge, for example:

- specialised qualifications in the subject matter area
- cultural knowledge in Aboriginal or Torres Strait Islander societies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- artworks
- events
- exhibitions
- experiences and observations (of self or others)
- films
- images
- Internet
- music
- objects
- other people:
  - local experts
  - traditional owners
- performances
- presentations
- professional associations
- printed texts (books, journals, magazines, newspapers)
- special interest groups:
  - geological societies
  - plant study groups
  - wildlife societies
- technical information.

Landscape may be:

- alpine
- coastal
- desert
- outback
- temperate
- tropical.

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Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE308 Prepare specialised interpretive content on marine environments

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE011A Prepare specialised interpretive content on marine environments. Corequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research specialised information on marine environments and then critically analyse that information to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

Application of the Unit

This unit applies across many industry sectors and has particular application to guides who work in marine parks, aquaria, on cruise or dive boats or in resort areas where there is strong visitor interest in the marine environment. In this context, they work independently to research and prepare interpretive content.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research specialised information on marine environments for presentation.	1.1 Identify key ***sources*** of specialised information about ***marine environments***. 1.2 Evaluate the credibility and reliability of information sources. 1.3 Use formal and informal research to access current and relevant information. 1.4 Make subjects of potential customer interest the focus of research activities.
2. Prepare specialised information on marine environments.	2.1 Analyse information and develop interpretive themes and messages to meet customer needs. 2.2 Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on marine environments.	3.1 Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2 Proactively seek opportunities to enhance and expand own knowledge base. 3.3 Incorporate updated and expanded knowledge into work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking and interpretive skills to:
  - establish an interpretive framework
  - evaluate and adapt a varied range of information for practical workplace purposes
  - create key messages, themes and storylines for audiences
- literacy skills to:
  - interpret potentially complex and detailed information on marine environments

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- learning skills to proactively build own knowledge base
- technology skills to use the Internet as a research tool.

Required knowledge

- understanding of the role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- sources of information on the local marine environment
- key marine environments in a local area, including:
  - general characteristics
  - fishing
  - types of boats and ships and their impact on the environment
- key ecological terminology and concepts, including:
  - biotic and physical factors
  - populations
  - biodiversity and abundance
  - food web
  - community relations
  - life cycles
  - succession
  - zonation
  - carbon cycle
  - water cycle
  - energy flow
  - nutrient cycle
- interrelationships between parts of the ecosystem in a marine context
- developmental processes related to the formation of different local marine environments and biogeography
- major species of animals and plant life within the local marine environment, including:
  - nature of species and where it is found
  - roles of individual species within the ecosystem
  - characteristics
  - commonalities
  - interactions between species and the environment
  - nutrition and life cycles
  - potentially hazardous marine organisms
- identification techniques for marine plants and animals
- environmental influences that affect the local marine environment, including climate
- nature of human impact on the local marine environment, including positive and negative impacts
- management and catchment management regimes for local marine environments, including relevant authorities and codes of practice

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- Australian Indigenous perspective on the local marine environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate knowledge of marine environments as detailed under Required Knowledge • develop coherent and interesting interpretations for presentation.
Context of and specific resources for assessment	Assessment must ensure use of: • current specialised information sources • current interpretive resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual using knowledge to deliver interpretive commentaries or activities • questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • review of a research portfolio prepared by the individual • written or oral questioning to assess the way in which the research process has been used • written or oral questioning to assess aspects of specialised knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTGDE303 Lead tour groups • SITTGDE304 Prepare and present tour commentaries

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or activities
- SITTPPD402 Develop interpretive activities.

Assessment should also recognise the different ways that people acquire specialised knowledge, for example:

- specialised qualifications in the subject matter area
- cultural knowledge in Aboriginal or Torres Strait Islander societies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- artworks
- events
- exhibitions
- experiences (of self or others)
- films
- images
- Internet
- music
- other people:
  - local experts
  - traditional owners
- performances
- presentations
- professional associations
- printed texts (books, journals, magazines, newspapers)
- technical information.

Marine environments may include:

- beach
- lagoon estuarine
- mangrove
- marsh
- reef
- river estuarine
- rock platform.

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Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments. Corequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research specialised information on cultural and heritage environments, and then critically analyse that information to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

Application of the Unit

This unit applies across many industry sectors and has particular application to guides who work in cultural centres, museums, galleries or historic sites, or who conduct tours in regions with strong cultural and heritage significance. In this context, they work independently to research and prepare interpretive content.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research specialised information on cultural and heritage environments.	1.1 Identify key ***sources*** of specialised information about ***cultural and heritage environments***. 1.2 Evaluate the credibility and reliability of information sources. 1.3 Use formal and informal research to access and obtain current and relevant information. 1.4 Make subjects of potential customer interest the focus of research activities.
2. Prepare specialised information on cultural and heritage environments.	2.1 Analyse information and develop interpretive themes and messages to meet customer needs. 2.2 Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on cultural and heritage environments.	3.1 Identify and use opportunities to maintain currency of knowledge about specialised topics. 3.2 Proactively seek opportunities to enhance and expand own knowledge base. 3.3 Incorporate updated and expanded knowledge into work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking and interpretive skills to:
  - establish an interpretive framework
  - evaluate and adapt a varied range of information for practical workplace purposes
  - create key messages, themes and storylines for audiences
- literacy skills to:
  - interpret potentially complex and detailed information on cultural and heritage environments

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- learning skills to proactively build own knowledge base
- technology skills to use the Internet as a research tool.

Required knowledge

- understanding of the role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- sources of information on cultural and heritage environments
- the nature and significance of one or more cultural or heritage environments including:
  - how the environment developed and evolved
  - historically and culturally significant features, including details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment in the local community, both past and present
  - relationship of the environment to past and current Australian culture and history.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate knowledge of cultural and heritage environments as detailed under Required Knowledge • develop coherent and interesting interpretations for presentation.
Context of and specific resources for assessment	Assessment must ensure use of: • current specialised information sources • current interpretive resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual using knowledge to deliver interpretive commentaries or activities • questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • review of a research portfolio prepared by the individual

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- written or oral questioning to assess the way in which the research process has been used
- written or oral questioning to assess aspects of specialised knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITTPPD402 Develop interpretive activities.

Assessment should also recognise the different ways that people acquire specialised knowledge, for example:

- specialised qualifications in the subject matter area
- cultural knowledge in Aboriginal or Torres Strait Islander societies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources may include:

- artworks
- events
- exhibitions
- experiences and observations (of self or others)
- films
- images
- Internet
- music
- objects
- other people:
  - local experts
  - traditional owners

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	• performances
	• presentations
	• professional associations
	• printed texts (books, journals, magazines, newspapers)
	• special interest groups:
	  • geological societies
	  • plant study groups
	  • wildlife societies
	• technical information.

Cultural and heritage environments may be natural or built and may include:	• Aboriginal art or occupation sites • art galleries • cultural centres • heritage trails • historic localities or regions • historic theme parks • museums • prehistoric and fossil sites.

Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE401 Coordinate and operate tours

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE003A Coordinate and operate a tour. Title made plural for consistency with other titles.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct a tour for groups or individuals that includes multiple products, services and sites. It requires the ability to manage the tour logistics of a prearranged itinerary. The coordination of tour delivery requires significant planning and organisational skills as well as the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer service quality.

Application of the Unit

This unit has particular application to guides engaged by tour operators, inbound tour operators and tour wholesalers. Sometimes these individuals are called driver guides and coach captains. In an extended touring context, the unit applies to tour managers who accompany tour groups on longer tours and manage the logistics of group movements and touring arrangements at each destination. The unit does not apply to guides working at a single site.

Individuals performing this function work independently in the field, within established organisational procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan tour delivery logistics.	1.1 Plan ***tour*** delivery according to ***briefing information or documentation from the tourism operator***. 1.2 Make tour preparations and consider issues to ensure customer needs are met. 1.3 Prioritise and action tasks required in advance of tour commencement.
2. Brief and assist customers.	2.1 Welcome customers to tour and provide a briefing on ***tour practicalities and procedures***. 2.2 Provide ***additional information and assistance*** to enhance enjoyment of tour.
3. Liaise with industry colleagues.	3.1 Liaise with ***industry colleagues*** to achieve smooth tour operation. 3.2 Action requests from industry colleagues promptly and willingly wherever possible and request assistance when required. 3.3 Make agreements about individual and joint responsibilities during tour. 3.4 Make forward ***reconfirmations and bookings*** in a timely manner. 3.5 Interpret documentation from other organisations and apply appropriately.
4. Manage the itinerary.	4.1 Conduct tour to schedule and include all features in itinerary. 4.2 Advise customers courteously and sensitively about ***unavoidable changes***. 4.3 Re plan itinerary when necessary to ensure purchased inclusions or their equivalents are delivered and disruption to customers is minimised. 4.4 Advise industry colleagues and suppliers affected by changes according to organisational procedures. 4.5 Maintain contact with those fixing the problem when itinerary

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	delays and changes occur, and use negotiation techniques to minimise time delay and negative impact on customers.
	4.6 Keep customers informed of reasons for changes and actions taken.
5. Deal with unexpected events.	5.1 Assess ***unexpected events*** and select appropriate action.
	5.2 Follow organisational procedures in the case of accidents or where safety of customers or colleagues may be threatened.
	5.3 Identify and access sources of assistance promptly.
	5.4 Amend tour to minimise impact on customer enjoyment.
6. Debrief tour.	6.1 Provide accurate and complete tour reports according to organisational guidelines.
	6.2 Provide customer and personal feedback and other information to assist with future improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact and negotiate with customers, industry colleagues and suppliers about touring logistics and sometimes complex issues such as itinerary changes
- literacy skills to:
  - read and interpret customer and operational information
  - interpret tourism industry jargon, especially product codes
  - complete operational and reporting documents
- numeracy skills to:
  - calculate tour component times
  - translate from the 24-hour to 12-hour clock for customer use
- planning and organising skills to:
  - coordinate multiple and diverse tour components
  - manage the impacts of variations and delays
- problem-solving skills to respond to potentially complex logistical and interpersonal challenges that arise during tour operations
- teamwork skills to work cooperatively with colleagues from other organisations
- technology skills to use industry-current communication systems.

Required knowledge

- product knowledge appropriate to the specific touring itinerary and its component products and services
- main features of culturally or environmentally sensitive areas to be visited and minimal

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impact practices to protect and sustain these
- tourism industry supplier networks and interrelationships that impact on the conduct of a multi-product and multi-site touring itinerary
- industry reconfirmation and booking procedures for tour components
- planning procedures relating to the delivery logistics of a multifaceted touring itinerary and the management processes to be undertaken before, during and on completion of a tour
- typical tour management problems, and strategies to address these, including:
  - itinerary variations
  - accident or injury
- legal and liability issues affecting guides, including:
  - domestic and relevant overseas consumer law regarding provision of services as advertised
  - duty of care.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan for, and operate multiple tours that comprise multiple products, services and sites • follow procedures for reconfirmation of touring components and mechanisms for solving situations and problems on tour • conduct tours in a safe and sustainable manner • demonstrate knowledge of tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site touring itinerary.
Context of and specific resources for assessment	Assessment must ensure use of: • touring environments that reflect the nature of tours commercially available in the relevant city or region • real or simulated touring activities • equipment and resources required for the delivery of tours such as transport and venue access • a group of customers for whom the individual can act as guide • customer and operational documentation to support the delivery of a multifaceted touring itinerary.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of organisational and tour management skills by participating in a tour conducted by the individual
- review of tour preparation notes or tour reports prepared by the individual
- use of case studies and problem-solving activities to assess ability to apply contingency and risk management skills to a range of different touring situations and problems
- written or oral questioning to assess knowledge of industry networks, tour management procedures and legal issues affecting tour management
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE402 Manage extended touring programs.

It is critical that training and assessment is contextualised to meet the requirements of local tourism industry operations. In a pre-vocational context, assessment should cover a broad scope of locations and destinations within the city or region in which the guide is training to work, so that guides are able to coordinate tours in the range of locations expected by industry operators.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tour may be a:

- adventure tour
- city or rural tour
- cultural tour
- ecotour
- extended tour

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- half or full-day tour
- special interest tour.

Briefing information or documentation from the tourism operator may include:

- customer information
- financial documents
- itinerary information:
  - health and safety considerations
  - potential difficulties
  - specific site information
  - tight timing or scheduling
- optional tour information
- promotional materials
- special request notes
- supplier information and contact details
- travel documentation for guide and group.

Issues may include:

- climate
- customer special needs
- environmental and cultural considerations
- equipment and resources required
- language considerations
- length of tour
- location of tour
- size of tour group
- special requests
- specific itinerary requirements
- style of commentary required
- type of customers.

Tour practicalities and procedures to be communicated may include:

- availability of free time
- cultural considerations
- group rules and codes of behaviour
- health and safety procedures
- itinerary or program details, including route, schedule and highlights
- regulations:
  - customs
  - immigration
  - luggage
- procedures at tour stops
- specific site procedures
- minimal impact procedures.

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Additional information and assistance that may be provided to customers may include:

- general directions
- local events and activities
- local facilities
- optional tours and costs
- options for free time activities.

Industry colleagues may include:

- coach drivers
- local guides
- members of host communities
- personnel in land management and other statutory authorities
- product supplier representatives
- tour company office staff
- tour managers
- tour operators.

Reconfirmations and bookings may be for any touring product or service component and may include:

- accommodation venue
- airline
- attraction
- catering provider
- charter airline
- cruise
- ground transport
- guided tour within attractions and sites
- local tour guide
- optional tour
- restaurant
- retail outlet
- scenic flight
- train.

Unavoidable changes may include:

- closure of attractions
- flight cancellations or delays
- local guide no-show
- missing bookings
- overbookings.

Unexpected events may include:

- accidents
- breakdown
- illness
- natural disaster
- theft.

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Unit Sector(s)

Tourism

Competency Field

Guiding

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SITTGDE402 Manage extended touring programs

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTGDE005A Manage extended touring programs. Prerequisites removed. Additional requirement in relation to legal, ethical, safety and sustainability issues.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate touring programs of more than one day's duration. It requires the ability to manage all tour logistics and to solve touring and group member problems. It also requires skills to ensure the ongoing welfare and satisfaction of tour group members and to develop and maintain group cohesion and rapport.

Application of the Unit

This unit applies to the tour operations, inbound tour operations and tour wholesaling sectors, and to the tour managers, tour directors, tour leaders and tour escorts employed by those companies. These individuals may lead extended tours in Australia or overseas, and are responsible for the logistical management of touring programs that usually include multiple destinations. They work independently in the field, within established organisational procedures. When on tour, they take a lead role without supervision, only referring problems to the tourism operator when absolutely necessary.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage touring arrangements.	1.1 Manage ***touring program*** logistics in a holistic way taking account of ***legal***, ***ethical***, ***safety and sustainability considerations***.
	1.2 Conduct touring program according to prearranged itinerary.
	1.3 Make forward ***reconfirmations and bookings*** progressively.
	1.4 Reconfirm or arrange ***operational details*** progressively.
	1.5 Make ***adjustments*** to touring arrangements when required within the scope of individual responsibility.
	1.6 Make major adjustments within budget according to ***controlling office*** guidelines.
	1.7 Maintain ongoing contact with controlling office and forward suppliers as required.
2. Liaise and negotiate with others.	2.1 Maximise operational efficiency and customer service levels by effective ***liaison and negotiation*** with those contributing to program operations.
	2.2 Conduct negotiations in a professional manner in the relevant cultural context.
	2.3 Select negotiation style appropriate to the circumstance and use negotiation and communication techniques to maximise the chances of an acceptable outcome for all parties.
	2.4 Conduct negotiations in the context of the entire touring program to take account of the overall relationship between the organisation and other stakeholders.
	2.5 Confirm agreements in writing as required.
	2.6 Provide relevant information to the controlling office as required.
3. Develop and maintain group rapport.	3.1 Develop and maintain a team spirit for the duration of the program.
	3.2 Gain the trust and confidence of the group through the demonstration of professional competence and integrity.

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	3.3 Use leadership and communication skills to foster group cohesion.
	3.4 Encourage customer participation and group interaction.
	3.5 Identify and assess potential conflict within the group and should conflict arise, take appropriate action to resolve.
4. Solve problems that arise on tour.	4.1 Identify and consider ***problems*** from an operational and customer service perspective in the context of the entire touring program.
	4.2 Initiate short term action to resolve immediate problems where appropriate.
	4.3 Analyse problems for long term commercial impact and assess and action solutions.
	4.4 Present a positive image of the organisation and its contracted suppliers at all times.
	4.5 Take responsibility for resolving problems within the scope of individual authority and to ensure customer satisfaction.
	4.6 Consult the controlling office to resolve problems outside scope of guidelines and responsibility.
	4.7 Take appropriate follow up action to monitor the effectiveness of chosen solutions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - negotiate potentially complex challenges and changes in touring arrangements
  - provide leadership and facilitate group cohesion
  - work co-operatively with colleagues from a wide range of supplier organisations
- critical thinking skills to evaluate and respond to the impacts of operational situations on the organisation’s broader commercial interests
- initiative and enterprise skills to pro-actively create opportunities to enhance the customer touring experience
- literacy skills to:
  - read and interpret tour information
- numeracy skills to:
  - calculate tour component times
  - translate from the 24-hour to 12-hour clock for customer use
  - calculate the cost of changes to itineraries
- planning and organising skills to coordinate multiple and varying logistical tour

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arrangements
- problem-solving skills to proactively identify and resolve complex operational and service issues including potential customer dissatisfaction and logistical problems
- self-management skills to take responsibility for tour quality and customer satisfaction.

Required knowledge

- ways to manage visits to culturally or environmentally sensitive areas
- responsibilities of tour managers on extended touring programs
- tourism industry supplier networks and interrelationships that impact on the conduct of an extended touring program
- management policies, processes and procedures to be undertaken before, during and at the completion of a tour
- negotiation techniques and their application to different tour managing contexts
- leadership, motivation and communication techniques and their application to different tour managing contexts
- legal, ethical, safety and sustainability considerations in the management of extended touring programs, including:
  - anti-discrimination provisions
  - duty of care
  - minimising waste and conserving resources
  - site-specific safety and security requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• manage logistical and interpersonal aspects of an extended touring program:
	  • of a duration that reflects local industry product and practice
	  • of sufficient duration to allow the individual to demonstrate techniques that build group rapport
	• ensure the ongoing welfare and satisfaction of group tour members and develop and maintain group cohesion and rapport throughout the touring program
	• use effective negotiation and contingency management techniques to deal with the range of practical and people-related problems and issues that arise during the

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operation of an extended tour
- demonstrate knowledge of the legal, ethical, safety and sustainability considerations for extended touring programs.

Context of and specific resources for assessment

Assessment must ensure use of:

- touring environments that reflect the nature of tours commercially available in the relevant city or region
- real or simulated touring activities
- equipment and resources required for the delivery of tours such as transport, accommodation and venue access
- a group of customers for whom the individual can act as tour manager
- industry-current customer and operational documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual's ability to holistically manage all tour logistics by participating in tours conducted by the individual
- direct observation of the individual's people management, communication and negotiation skills by participating in tours conducted by the individual
- questioning of group tour members about the individual's clarity of communication, and leadership and motivational skills
- review of tour preparation notes, checklists and tour reports prepared by the individual
- use of case studies and problem-solving activities to assess ability to apply people management and contingency management skills to a range of different touring situations, including emergency situations
- written or oral questioning to assess knowledge of tour management procedures, leadership, motivation and communication techniques and tourism industry networks
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- SITTGDE302 Provide arrival and departure assistance
- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE401 Coordinate and operate tours
- SITTTOP403 Operate tours in a remote area.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of extended ***touring programs*** may include:	• adventure tours • camping tours • cruise programs • cultural and historical tours • ecotours • general sightseeing tours • pre and post-conference tours.

Legal, ethical, safety and sustainability considerations may relate to:	• trade practices legislation
	• licensing and the use of licensed operators
	• duty of care
	• health and safety requirements
	• aspects of sustainability:
	  • environmental
	  • financial
	  • social.

Reconfirmations and bookings may be for any touring product or service component and may include:	• accommodation venues • airlines • attractions • catering providers • charter airlines • cruises • ground transport • guided tours in attractions and sites • local tour guides • optional tours • restaurants • retail outlets

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- scenic flights
- trains.

Operational details may include:

- check-in and check-out procedures
- customs and immigration procedures and requirements
- documentation preparation
- group currency requirements
- luggage coordination
- local touring liaison
- management of passenger travel documentation:
  - airline tickets and vouchers
  - seat allocations or boarding passes
  - travel vouchers
- seat rotation.

Adjustments may include:

- developing alternative routes
- organising new or replacement documentation
- re-booking one or multiples services
- renegotiating cost.

Controlling office may be:

- destination marketing company
- event management organisation
- inbound tour operator
- outbound tour wholesaler
- professional conference organiser
- tour operator.

Liaison and negotiation may be with:

- airlines
- attractions
- coach drivers
- government authorities, including:
  - land management agencies
  - customs
  - immigration
- hotels
- interpreters
- local guides
- restaurants
- retail locations
- tour leaders accompanying group from home country
- tour operators

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Problems may relate to:

- traditional owners.
- customer interpersonal situations:
  - disruptive behaviour
  - group conflict
  - group dissatisfaction
- customer operational situations:
  - late passengers
  - loss of personal valuables and documents
  - lost luggage
  - lost passengers
  - missed connection
  - passenger robbery
  - passenger sickness, injury or death
- environmental conditions:
  - natural:
    - fire
    - flood
    - storm
    - cyclone
  - built:
    - road closures
    - road blockages
- equipment and transportation in contingency situations, e.g. coach breakdown
- itinerary challenges:
  - change in services delivered
  - delays
  - overbooking
  - poor supplier performance
- political issues such as unrest in area of tour.

Unit Sector(s)

Tourism

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Competency Field

Guiding

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SITXHRM301 Coach others in job skills

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXHRM001A Coach others in job skills. Significant changes to Elements, Performance Criteria, and Required Knowledge to refocus the unit. Additional Performance Criteria and Required Knowledge covering coaching in organisational procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and to monitor the progress of colleagues until they are able to operate independently of the coach. This unit has no parity with units in TAE10 Training and Education Training Package, but covers the situation in workplaces where buddy systems and informal on-the-job training are extremely common.

Application of the Unit

This unit applies to all tourism, hospitality and event sectors.

It applies to experienced operational personnel and to supervisors and managers who informally train other people in new workplace skills and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for on the job coaching.	1.1 Identify the need for coaching based on a range of ***factors***. 1.2 Identify specific coaching needs through discussion with colleague and organise ***coaching sessions***.
2. Coach colleagues on the job.	2.1 Explain the overall purpose of coaching to colleague. 2.2 Explain and demonstrate the specific ***skills***. 2.3 Communicate ***required knowledge*** and check colleague understanding. 2.4 Advise organisational procedures for completing workplace tasks. 2.5 Provide colleague with opportunity to practise the skill and ask questions. 2.6 Provide feedback in a constructive and supportive manner.
3. Follow up coaching.	3.1 Monitor progress of new workplace skills and provide supportive assistance. 3.2 Report progress to the appropriate person. 3.3 Identify ***performance problems or difficulties*** with the coaching and rectify or refer to the appropriate person for follow up.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - develop rapport
  - show sensitivity to the colleague
  - use active listening and open questioning techniques to confirm understanding of job

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tasks
- initiative and enterprise skills to observe the colleague and provide assistance without their request
- literacy skills to:
  - read and interpret workplace documentation completed by colleague
  - numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks
- planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills
- problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues
- self-management skills to take responsibility for colleague coaching
- teamwork skills to pass on organisational knowledge to colleague.

Required knowledge

- objectives and scope of the coaching
- the key principles of training:
  - explanation
  - demonstration
  - review
  - listening to trainee explanation
  - observing and evaluating trainee demonstration
  - providing feedback.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide supportive on-the-job coaching and provide constructive feedback • clearly communicate and demonstrate the workplace tasks required of the colleague • integrate knowledge of the key principles of training • complete coaching activities within commercial time constraints to ensure the colleague is effective.
Context of and specific	Assessment must ensure use of:

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resources for assessment	• a real or simulated tourism, hospitality or event industry environment with colleague requiring coaching • work tasks to coach others in • a colleague with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual coaching a colleague in a required work skill
	• role plays to assess the individual's ability to use:
	  • active listening and open questioning techniques to confirm understanding of job tasks
	  • key training techniques
	• use of problem-solving exercises so the individual can suggest ways of resolving performance problems or difficulties
	• written or oral questioning to assess knowledge of key training principles
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCOM201 Show social and cultural sensitivity • SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors may include:	• direction from colleagues • own observation and workplace experience • request for coaching from colleague to be coached.

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Coaching sessions could be conducted in a range of contexts, including:	• before or after work • in a simulated location away from the actual workplace • on-the-job during work hours.
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks, such as:	• customer service skills • selling or promoting products and services • technical or practical skills, such as operating equipment, making something or completing documentation.
Required knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	• ingredients or components of items • knowledge of products or services • legislative, work health and safety and hygiene requirements • principles underpinning skills, such as communication and selling • reasons for undertaking various tasks.
Performance problems or difficulties may be due to:	• breakdown in communication • inappropriate circumstances for coaching • insufficient opportunity to practise • language or cultural barriers • shyness or lack of confidence.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXHRM401 Roster staff

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXHRM003A Roster staff. Significant changes to Performance Criteria and Required Knowledge. Technology skills and knowledge added.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements and within wage budgets.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

This unit applies to individuals responsible for the development of staff rosters for situations involving potentially large numbers of staff working across a range of different service periods and would not apply to small office environments.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop staff rosters.	1.1 Develop ***rosters*** according to relevant ***industrial agreements and other considerations*** and wage budgets. 1.2 Maximise ***operational and customer service efficiency*** while minimising wage costs. 1.3 Combine duties where appropriate to ensure effective use of staff. 1.4 Roster teams with the most effective skills mix to meet all operational requirements. 1.5 Take account of ***social and cultural considerations*** and ***broader organisational policies*** that affect staff rosters. 1.6 Consult with colleagues to ensure input to rosters. 1.7 Use ***roster systems and equipment*** to administer rosters.
2. Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organisational standards. 2.2 ***Communicate*** rosters to appropriate colleagues within designated timeframes.
3. Maintain rostering records.	3.1 Administer ***records of shift time*** completed by employees or contractors. 3.2 Maintain staff rostering records according to organisational procedures.
4. Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues. 4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages
- literacy skills to:
  - read and interpret documents outlining opening and closing times, operational hours, and expected customer traffic
  - write potentially complex roster documentation
- numeracy skills to complete planning activities involving dates, times and staff ratios
- planning and organising skills to plan rosters to meet operational needs
- problem-solving skills to re-work rosters in cases of staff illness
- self-management skills to take responsibility for rostering enough staff to meet operational needs
- teamwork skills to consider staff requests and personal commitments when planning rosters
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of software programs.

Required knowledge

- sources of information on award and other industrial provisions
- the key elements of applicable awards, including:
  - leave provisions
  - mandated breaks between shifts
  - maximum allowed shift hours
  - standard, overtime and penalty pay rates
- for the industry sector:
  - role of rosters and their importance in controlling staff costs
  - the system capabilities and functions of rostering software programs
  - a range of formats for and inclusions of staff rosters
  - a range of methods used to communicate rosters including electronic
- for the specific organisation:
  - social, cultural and skills mix of the team to be rostered
  - full details of human resource policies and procedures that cover leave provisions and socio-cultural issues
  - operational requirements of the business activity, department or event subject to rostering
  - wage budget for the business activity, department or event subject to rostering.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare multiple rosters to meet diverse operational requirements • roster sufficient staff to ensure the delivery of high quality customer service within wage budget constraints • integrate knowledge of the industrial provisions, human resource policy and the skills mix of the team to be rostered • complete rostering activities within commercial and staff time constraints.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation or activity subject to rostering • computers, printers and software programs currently used by the tourism, hospitality or event industry to prepare rosters • awards applicable to the tourism, hospitality or event industry • operational information about the organisation or department subject to rostering • information about the cultural and skills mix of a team subject to rostering.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • projects or activities that allow the individual to develop rosters, that meet a set budget, for a department's weekly operation, a function or event • use of problem-solving exercises so the individual can determine the correct skills and cultural mix for a particular service period • exercises and activities to assess the individual's knowledge of award provisions • written or oral questioning to assess knowledge of the role of rosters and their importance in controlling

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	staff costs • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCOM201 Show social and cultural sensitivity • SITXFIN402 Manage finances within a budget • SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Rosters may be for:	• events • functions • individual department • specific project • whole organisation.

Industrial agreements and other considerations may relate to:	• single or multiple awards
	• award provisions for:
	  • leave
	  • mandated breaks between shifts
	  • maximum allowed shift hours
	  • standard, overtime and penalty pay rates
	• overall number of hours allocated to different staff members
	• use of:
	  • contractors and consideration of fees
	  • permanent or casual staff.

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Operational and customer service efficiency may involve:	• providing an appropriate ratio of:
	  • front of house to back of house staff
	  • staff to customer numbers
	  • supervisors to operative staff
	• providing sufficient number of staff to meet:
	  • customer expectations of different service styles
	  • the demands of known or estimated numbers of customers
	• rostering:
	  • staff with the correct skills to fulfil all operational duties
	  • teams with the correct skills mix.

Social and cultural considerations may relate to:	• allowance for rostered days off for:
	  • carer commitments
	  • cultural or religious festivals
	  • family commitments
	• mixing people:
	  • from different cultures
	  • with different language abilities
	• types of work to be undertaken by individuals with disabilities or impairments.

Broader organisational policies may relate to:	• sociocultural-friendly workplace initiatives
	• family-friendly workplace initiatives
	• leave for:
	  • carers
	  • compassionate reasons
	  • illness or injury
	  • jury service
	  • long service
	  • maternity or paternity
	  • rehabilitation of injured workers
	  • study
	  • vacation.

Roster systems and equipment may include:	• computers • electronic equipment used by staff to log commencement and completion time of rostered duties • rostering software programs.
Communicate rosters:	• on-line • by email

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	• via a noticeboard • paper based.

Records of shift time may involve:	• authorising payment for duties completed
	• electronic equipment used by staff to log commencement and completion time of rostered duties
	• time sheets:
	  • electronic
	  • paper-based.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXHRM402 Lead and manage people

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXHRM005A Lead and manage people. Re-worked Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage people and teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage team performance through effective leadership.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

It applies to those people who operate independently and are responsible for leading and motivating people and teams. This includes supervisors, operational and senior managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Model high standards of performance and behaviour.	1.1 Act as a positive role model through individual performance. 1.2 Show support for and commitment to organisational goals in day to day work performance. 1.3 Treat people with integrity, respect and empathy.
2. Develop team commitment and cooperation.	2.1 Develop and clearly communicate ***plans and objectives*** in consultation with the ***team***. 2.2 Make plans and objectives consistent with organisational goals. 2.3 Communicate ***expectations***, ***roles and responsibilities*** of team members to encourage people to take responsibility for their work. 2.4 Encourage teams and individuals to develop ***innovative approaches*** to work. 2.5 Identify, encourage, value and reward individual and team efforts and contributions. 2.6 Model and encourage ***open and supportive communication*** within the team. 2.7 Seek and share ***information*** from the wider enterprise environment with the team. 2.8 Represent team interests in the wider environment. 2.9 Seek ***feedback*** from team members and implement changes within the bounds of organisational goals and policies.
3. Manage team performance.	3.1 Delegate tasks and responsibilities, identify barriers to delegation and implement processes to overcome them. 3.2 Evaluate the skills of team members and provide opportunities for ***individual development***. 3.3 Monitor team performance to ensure progress towards achievement of goals. 3.4 Provide mentoring and coaching to support team members. 3.5 Motivate individuals and teams to achieve optimum performance. 3.6 Provide ***recognition and reward*** for team achievements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide effective support and motivation to a team and overcome communication barriers
- literacy skills to:
  - read and interpret a wide range of operational workplace information
  - write clear and articulate team plans
- planning and organising skills to ensure activities and initiatives important to team development are integrated into own work planning

problem-solving skills to identify skill deficiencies and provide opportunities for individual development

- self-management skills to take responsibility for team outcomes
- teamwork skills to represent team interests in the wider organisation environment.

Required knowledge

- roles of and functions performed by supervisors and managers
- different leadership styles
- characteristics of effective leadership
- principles of teamwork, including:
  - characteristics of effective teams
  - roles and attributes of team members
  - organisation of teams
  - potential team problems
  - benefits of effective teamwork
- role and theories of motivation
- group dynamics
- types of organisational plans and planning processes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • lead by example and build positive team culture through

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competency in this unit	effective leadership • monitor individual and team performance over a period of time and motivate individuals and teams to achieve optimum performance • integrate knowledge of leadership, motivation and teamwork principles.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation, project or event for which a team is managed • a team whose overall performance is the responsibility of the individual.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• project or event activities to assess the individual's ability to:
	  • model high standards of performance and behaviour
	  • communicate expectations, roles and responsibilities of team members
	  • delegate individual tasks
	  • coach and support team members to achieve optimum performance
	• evaluation of reports prepared by the individual detailing how team commitment was encouraged and how team performance was managed during the conduct of operational activities
	• use of, case studies and problem-solving exercises so the individual can suggest methods to overcome problematic performance issues for individuals and the team
	• oral or written questioning to assess knowledge of leadership, motivation and teamwork principles
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBPMG501A Manage projects • SITXCOM201 Show social and cultural sensitivity • SITXHRM503 Monitor staff performance • SITXMGT401 Monitor work operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Plans and objectives may:	• be:
	  • short
	  • medium
	  • long-term
	• relate to:
	  • contingency management
	  • increased productivity
	  • meeting Key Performance Indicators (KPI)
	  • operational activities
	  • organisational strategies
	  • performance targets for a particular project
	  • sales targets
	  • task management.

Team may be:	• contractors • paid employees • permanent teams • project or event-based • volunteers.

Expectations, ***roles and responsibilities*** may include:	• adherence to policies and procedures
	• cooperative and open communication
	• nature and scope of work
	• relationships with others in the workplace and interdependent areas of activity
	• reporting requirements
	• roles of leaders and managers, including:
	  • decision making
	  • delegation of tasks
	  • information provision
	  • monitoring staff
	  • planning and organising.

Innovative approaches may include:	• alerting colleagues to the potential of new technologies

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	• making suggestions about better ways of doing things • seeking information or ideas from unexpected places • trying new approaches to old problems.
Open and supportive communication may involve:	• being prepared to declare own need for assistance • involving others in developing solutions • planned and unplanned exchanges of information • providing constructive feedback • providing open access to documents • using technology to support effective communication, e.g. email groups.
Information may include:	• organisation performance, including financial • changes in organisational policies • marketing information and targets • overall organisational objectives • plans for new equipment • rationale for management decisions • technology updates • training developments.

Feedback may be about:	• allocation of tasks
	• effectiveness of communication:
	  • from the leader
	  • within the team
	  • within the enterprise
	• performance of:
	  • individuals
	  • self
	  • team
	  • the enterprise
	• interaction between:
	  • different departments
	  • different teams
	  • other supervisors and managers
	• workplace practices:
	  • efficiency
	  • deficiencies.

Opportunities for ***individual development*** may include:	• change in job responsibilities • external training and professional development • formal promotion • internal training and professional development

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	• opportunity for greater autonomy or responsibility.
Recognition and reward for team members may include:	• acknowledgment to the whole team of individual good performance • incentive initiatives • informal acknowledgment • presentation of awards • written reports to management.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXHRM501 Recruit, select and induct staff

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXHRM002A Recruit, select and induct staff. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Additional Performance Criteria requiring evaluation of applicants for customer service attitude and experience and adherence to equal employment opportunity principles and law. Anti-discrimination deleted - not relevant to this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the recruitment, selection and induction of new staff members within the framework of existing human resource policies and procedures. It requires the ability to identify recruitment needs, develop selection criteria, process and evaluate applications, select people according to their attitude, aptitude and fit to the service industries and coordinate induction programs.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational or senior managers.

Licensing/Regulatory Information

The recruitment of staff is subject to the provisions of Equal Employment Opportunity (EEO) law.

No licensing or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify recruitment needs.	1.1 Identify ***recruitment needs*** based on monitoring of service and efficiency levels in the workplace. 1.2 Consult colleagues about staffing needs and job descriptions. 1.3 Obtain approval for recruitment according to ***organisational recruitment policies***. 1.4 Use job descriptions to develop clear and concise selection criteria. 1.5 Ensure criteria incorporate customer service attitude and experience to ensure a fit for the service industries.
2. Administer recruitment.	2.1 Choose and organise selection processes taking into account the skill requirements for the job. 2.2 Create and disseminate ***advertisements*** for positions. 2.3 Process applications according to organisational policy. 2.4 Review applications against criteria and choose people to progress to an interview. 2.5 Inform unsuccessful applicants of decisions and provide other recruitment information in ***appropriate media*** within reasonable timeframes. 2.6 Establish a need and make ***special arrangements*** for those progressing. 2.7 Process and file recruitment records according to organisational policy.
3. Select staff.	3.1 Use selection criteria as the basis for selection ensuring merit based selection and adherence to EEO principles and law. 3.2 Participate in ***selection processes***. 3.3 Evaluate applicants for customer service attitude and experience to ensure a fit for the service industries. 3.4 Select people according to their attitude, aptitude and fit to the existing organisational culture.

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	3.5 Communicate selection recommendations to appropriate colleagues. 3.6 Make employment offers according to organisational procedures. 3.7 Advise new employees about employment details according to organisational policy. 3.8 Create and maintain accurate, clear and complete ***records of the selection process***.
4. Plan and organise induction programs.	4.1 Plan content and format of induction programs to reflect organisational objectives and policies. 4.2 Include all appropriate ***information in induction programs*** according to organisational policy. 4.3 Liaise with operational colleagues to ensure induction programs are implemented in a manner that minimises operational disruption.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to conduct interviews and adapt interview techniques to meet the needs of a range of social and cultural groups
- critical thinking skills to evaluate the skills, knowledge and experience of applicants and their fit to the existing organisational and service industry culture
- literacy skills to:
  - read and interpret job applications and key organisational policies
  - write complex and varied documentation, including advertisements, selection criteria and required induction program content
- numeracy skills to calculate advertising costs and salary levels
- planning and organising skills to evaluate staffing requirements and plan for recruitment of appropriate numbers
- problem-solving skills to identify deficiencies in applications and resolve by re-advertising or choosing different recruitment methods
- self-management skills to take responsibility for recruiting and selecting a workforce to meet operational needs
- teamwork skills to consult team members about staffing needs and select new staff members that will complement existing workers.

Required knowledge

- for the specific industry sector:
  - recruitment and selection practices

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  - formats for and inclusions of selection criteria and job advertisements
  - effective advertising media
  - features of an effective recruitment advertisement
  - roles of recruitment agencies
  - relationships of job descriptions to selection criteria and ways to develop clear and concise selection criteria
  - methods of linking interview questions to selection criteria
  - key elements of applicable awards
  - nature and role of induction programs and typical content
- for the specific organisation:
  - roles and responsibilities of different personnel in the recruitment and induction process
  - required make-up of interview panels
  - procedures for employment checks
  - full content recruitment and human resource policies
- the key elements of EEO employment laws and how they must be implemented in recruitment and selection processes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • administer the total recruitment, selection and induction process • develop selection criteria, conduct fair and equitable interviews and make selections based on agreed criteria • evaluate multiple applicants and select new staff members to meet a specific organisation need • integrate knowledge of recruitment and selection practices.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation, activity or event for which new staff members are recruited and selected • operational information about the organisation or activity subject to recruitment

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- industry current:
  - recruitment documentation
  - job descriptions, linked selection criteria and interview questions
  - key human resource policies
- multiple applicants with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- use of case studies so the individual can determine and evaluate staffing requirements
- review of documents prepared by the individual:
  - selection criteria
  - advertisements
  - interview questions
  - unsuccessful applicant letters
  - employment offers
  - plans outlining inclusions for induction and orientation programs
- direct observation, using role plays, of the individual conducting a number of job interviews
- exercises and activities to assess the individual's knowledge of award provisions and organisational human resource policies
- written or oral questioning to assess knowledge of:
  - links between job descriptions, selection criteria and interview questions
  - effective advertising media for different jobs
  - EEO and anti-discrimination law
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCOM201 Show social and cultural sensitivity
- SITXHRM502 Manage volunteers
- SITXMGT401 Monitor work operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recruitment needs may be:

- casual
- contract
- full-time
- part-time
- permanent
- project-related, e.g. for an event
- temporary
- volunteer.

Organisational recruitment policies may relate to:

- approval processes for:
  - advertised salaries
  - recruitment of new personnel
- nature and content of:
  - communications with applicants
  - job advertisements
- participants in interview panels
- required skills profile of potential employees for particular jobs:
  - apprentices
  - certified in skills that meet licensing requirements
  - skilled via achievement of qualifications
  - skilled via industry experience
  - trainees
- role of different personnel within the recruitment and induction process
- timing and nature of induction programs
- use of different media in the recruitment process
- use of government-subsidised traineeships and apprenticeships.

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Advertisements may be disseminated:

- direct to the public
- internally
- externally
- using different media:
  - e-recruitment via the Internet using specialist job seeking sites
  - e-recruitment via the intranet
  - internal ads via email distribution
  - posting of ads on staff noticeboards
  - published ads in local, metropolitan, national newspapers and trade journals in print or online publications
- via recruitment agencies.

Appropriate media:

- may include:
  - email
  - fax
  - letter
  - telephone
- may suit a particular special need, such as providing a document in large print.

Special arrangements may involve:

- access:
  - parking
  - security clearance
- using:
  - assistive technology
  - electronic presentation media
  - interpreters
  - special interview techniques, such as looking directly at a person who lip-reads
  - teleconference
  - videoconference
- visual information and diagrams instead of written material.

Selection processes may include:

- checks:
  - police
  - reference
  - working with children
  - qualifications
- evaluation of portfolios
- exchange of written information
- interviews:

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- by human resource specialists, department managers or selection committees
- face-to-face
- teleconference
- telephone
- videoconference

- presentation to a selection committee
- skills tests.

Records of the selection process may include:

- administrative documents
- interview schedules
- interviewer details
- panel comments, score sheets and recommendations
- records of interview.

Information in induction programs may include:

- conditions of employment
- contact details for various departments or colleagues
- current organisational focus or initiatives
- employee:
  - benefits
  - responsibilities
  - rights
- enterprise:
  - culture
  - goals
  - objectives
  - responsibilities
  - vision
- key organisational policies and procedures
- industrial arrangements for the organisation
- orientation of:
  - departmental locations and equipment
  - staff amenities
  - off-site operations
  - whole of business premises
- organisational charts
- payroll information:
  - awards and applicable pay rates
  - superannuation
  - wage payments
- policies and procedures specific to the job role
- work health and safety information.

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Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXHRM502 Manage volunteers

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXHRM004A Manage volunteers.

Unit Descriptor

This unit covers the performance outcomes, skills and knowledge required to manage a volunteer workforce. It requires the ability to determine and evaluate volunteer staffing requirements, recruit, select, train and maximise volunteer retention.

Application of the Unit

This unit applies to individuals working in any industry who need to manage volunteer involvement in business or community activities. It is particularly relevant in the community, cultural, sporting and tourism sectors where volunteers feature prominently as part of the workforce both as part of one-off events and ongoing industry activities.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research, determine and define needs for volunteer involvement.	1.1 Determine and evaluate volunteer requirements based on analysis of relevant ***human resource information*** and consultation with relevant stakeholders. 1.2 Assess ***benefits***, ***costs and risks*** of volunteer involvement to the organisation. 1.3 Establish and assess the requirements and impacts of ***relevant legislation and industry codes***. 1.4 Define overall volunteer roles according to specific organisational or project requirements.
2. Undertake volunteer recruitment.	2.1 Identify and incorporate consideration of volunteer ***social and other motivations*** in work design programs. 2.2 Develop appropriate ***position descriptions*** based on review of volunteer roles. 2.3 Establish and incorporate ***volunteer rewards*** into the recruitment program. 2.4 Communicate and delegate responsibility for volunteer coordination to relevant paid personnel. 2.5 Identify key ***target areas*** from which volunteers might be recruited.
3. Maximise volunteer retention.	3.1 Develop a climate of recognition and support for volunteers through ***representation in the wider environment***. 3.2 Identify and incorporate individual requirements of volunteers into work role design. 3.3 Arrange suitable induction and training for volunteers to ensure work roles, rights and responsibilities are clearly understood.
4. Ensure a positive experience for volunteers.	4.1 Liaise with volunteers regularly to monitor experience from both organisation and volunteer perspective. 4.2 Identify and evaluate areas of concern and initiate follow up action.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - provide information about volunteer responsibilities and responsibility for volunteer coordination to paid personnel
  - discuss the volunteers experience with the organisation
- critical thinking skills to research and evaluate aspects of volunteer recruitment and management
- literacy skills to:
  - research sources of a volunteer workforce
  - write volunteer recruitment information and position descriptions
- numeracy skills to estimate numbers of volunteers
- planning and organising skills to evaluate volunteer requirements and plan for recruitment of appropriate numbers and skills
- problem-solving skills to identify and resolve volunteer skill deficiencies through training, coaching or re-assignment of duties
- self-management skills to take responsibility for recruiting and managing a volunteer workforce to meet operational needs
- teamwork skills to develop a climate of recognition and support for volunteers within the paid workforce.

Required knowledge

- social, political, cultural and historical issues that affect volunteering
- contribution made by volunteers in the relevant industry or community sector, and more broadly in Australian society
- motivational patterns of volunteers
- benefits, costs and risks of using volunteers
- human resource management practices and principles for volunteers, including:
  - defining broad work roles and position descriptions
  - recruitment methods
  - training requirements
- links to broader organisational or project strategies
- insurance issues that impact on using a volunteer workforce
- the key elements of legislation that impact on volunteer management, including Equal Employment Opportunity (EEO), workplace relations and work health and safety.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- determine and evaluate volunteer staffing requirements, recruit, select, train and maximise volunteer retention for an organisation or community activity
- integrate knowledge of human resource management principles to recruit, select and induct volunteers.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation or activity for which volunteers are recruited, selected and trained
- operational information about the organisation or activity subject to volunteer use
- current recruitment documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects or activities to assess the individual's ability to:
  - determine and evaluate volunteer staffing requirements
  - recruit, select train volunteers
  - maximise volunteer retention for an organisation or community activity
- evaluation of documents prepared by the individual:
  - reports outlining the benefits, costs and risks of volunteer involvement to the organisation
  - lists or plans identifying volunteer roles
  - position descriptions
  - recruitment ads
  - descriptions of volunteer rewards
- evaluation of a report completed by the individual giving details of the management of a volunteer workforce for a tourism, hospitality or event industry operation from inception to conclusion
- written or oral questioning to assess knowledge of human resource management principles used to recruit,

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	select and induct volunteers • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBPMG501A Manage projects • SITXCOM201 Show social and cultural sensitivity • SITXEVT503 Manage event staging components • SITXHRM501 Recruit, select and induct staff • SITXHRM503 Monitor staff performance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Human resource information may include:	• event information • operational plans • organisational human resource plans.
Benefits, ***costs and risks*** may include:	• community cultural development • community engagement • financial • impact on the paid workforce • risks of using untrained or partially trained staff.
Relevant legislation and industry codes may include:	• company codes and guidelines • EEO • organisation articles of association • professional association regulations • work health and safety.
Social and other motivations may relate to:	• acknowledgment • break from routine • desire to do something different • enjoyment • increased self-esteem • learning new skills

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	• loyalty • meeting new people • pathway to employment • sense of involvement • socialisation • status • support of family members and friends • travel.
Position descriptions may include information on:	• accountability • commitment • reimbursement of costs • required knowledge • responsibilities • rewards • skills and attributes • uniform.
Volunteer rewards may include:	• community involvement • free admittance to games, competitions or events • free or discounted merchandise • opportunities for social interaction • pathway to employment • skill development.
Target areas may include:	• family and friends • local community and community groups • past and present membership of service organisations • unemployed people • volunteer agencies.
Representation in the wider environment may include:	• promoting the benefits and value of volunteers to colleagues • providing input to organisation's overall human resource plan.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXHRM503 Monitor staff performance

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXHRM006A Monitor staff performance.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge 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 appraisals and formal counselling sessions.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor staff performance and provide feedback.	1.1 Consult with and inform colleagues about ***expected standards of performance*** using appropriate communication mechanisms. 1.2 Monitor ongoing performance by maintaining close contact with the workplace and colleagues. 1.3 Regularly provide confirming and corrective feedback to colleagues. 1.4 Provide colleagues with ***guidance and support***. 1.5 Provide ***recognition and reward*** for achievements and outstanding performance. 1.6 Identify the need for further coaching or training and organise according to organisational policies.
2. Recognise and resolve performance problems.	2.1 Identify and investigate performance problems. 2.2 Use feedback and coaching to address performance problems. 2.3 Discuss and agree upon ***possible solutions*** with the colleague. 2.4 Follow up outcomes of informal counselling through review in the workplace. 2.5 Organise and conduct a formal counselling session when needed according to ***required procedures***.
3. Implement performance management systems.	3.1 Implement formal ***performance management systems***. 3.2 Conduct individual performance evaluations openly and fairly. 3.3 Complete and file performance management records. 3.4 Agree on courses of action with colleagues and follow up in the workplace.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide effective feedback, coaching and counselling to team members

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- critical thinking skills to evaluate the reasons contributing to poor staff performance
- initiative and enterprise skills to proactively provide colleagues with appropriate guidance and support to enhance their work performance
- literacy skills to:
  - read and interpret staff records and performance management documents
  - write potentially complex and sensitive information about staff performance
- planning and organising skills to coordinate regular performance appraisals and coordinate and operate formal counselling sessions
- problem-solving skills to identify and respond to staff performance issues
- self-management skills to take responsibility for monitoring staff performance
- teamwork skills to monitor the performance of individuals, their effect on the team and take corrective action to enhance the whole of team performance.

Required knowledge

- role and importance of monitoring staff performance and providing feedback and coaching
- the key elements of performance standards and performance management systems
- performance appraisal practices, including:
  - reasons for performance appraisal
  - the format for and inclusions of performance appraisal documents
  - methods of appraising performance
- for the specific organisation:
  - procedures for performance appraisal interviews
  - procedures for formal counselling sessions
  - grievance procedures.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • monitor the day-to-day effectiveness of staff and provide supportive feedback and guidance for improvement • conduct structured performance appraisals and formal counselling sessions for diverse staff members operating at different levels of effectiveness • integrate knowledge of procedures for formal

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performance management and counselling.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or events industry business operation for which staff performance is monitored
- commercial procedures for conducting performance appraisals and formal counselling sessions
- current performance appraisal and counselling documents
- team members with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- project or work activities to assess the individual's ability to:
  - address problematic performance management issues
  - report on how performance management issues have been addressed
- use of role-plays to conduct:
  - performance appraisals
  - formal counselling sessions
- written or oral questioning to assess knowledge of procedures for formal performance management and counselling
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCOM201 Show social and cultural sensitivity
- SITXHRM402 Lead and manage people
- SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

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.
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.
Recognition and reward may include:	• acknowledgment of individual good performance to the whole team • informal acknowledgment • presentation of awards • written reports to management.
Possible solutions to performance may include:	• additional training • adjustment of workload • agreement on short-term goals for improvement • assistance with problems outside of the workplace • reorganisation of work practices.
Required procedures for a formal counselling session may include:	• formal notification to staff member and management • invited participation of appropriate people • organisation of appropriate location for counselling session.
Performance management systems may include:	• methods of collecting performance data • methods of interpreting performance data • processes for performance appraisal interviews

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- type of assessment:
  - self
  - peer
  - team
  - productivity indicators.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

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SITXINV201 Receive and store stock

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXINV001A Receive and store stock. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Technology skills and knowledge added.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to check and take delivery of stock and to appropriately store, rotate and maintain the quality of stock items.

It does not include specialist stock control processes for perishable foodstuffs which are covered by the unit SITXINV202 Maintain the quality of perishable supplies.

Application of the Unit

This unit applies to the tourism, travel, hospitality and event industry sectors and to any type of stock.

The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to operational personnel who work with very little independence and under close supervision. They apply little discretion and judgement and follow predefined organisational procedures to report any stock-related discrepancies to a higher level staff member for action.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Take delivery of stock.	1.1 Check incoming ***stock*** against orders and delivery documentation.
	1.2 Identify, record and report discrepancies.
	1.3 Inspect items for damage, quality and use by dates and record findings according to organisational procedures.
	1.4 Record details of incoming stock according to organisational procedures.
2. Store stock.	2.1 Promptly transport stock to and store in appropriate storage area.
	2.2 Use safe manual handling techniques to avoid injury when moving and storing stock.
	2.3 Label stock according to organisational procedures.
	2.4 Report on excess stock according to organisational procedures.
3. Rotate and maintain stock.	3.1 Rotate stock for maximum use and minimum wastage.
	3.2 Regularly check the quality of stock and report findings.
	3.3 Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts.
	3.4 Maintain cleanliness of stock handling and storage areas, identify and report any problems.
	3.5 Use ***stock control systems*** and equipment according to organisational speed and accuracy requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make accurate verbal reports of stock discrepancies and quality
- literacy skills to:
  - read and comprehend order and delivery documentation, use-by dates, stock labels, and organisational procedures
  - write records of incoming stock and simple reports about stock discrepancies and quality
- numeracy skills to count incoming, stored and rotated stock items
- planning and organising skills to conduct stock activities in a logical and time-efficient work flow
- problem-solving skills to identify, record and report order discrepancies and quality of stock items
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of a stock control system
  - electronic equipment used for stock control.

Required knowledge

- principles of stock control, including:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of non-food items from food items that have potential to cross-contaminate
- for the specific industry sector, types of:
  - computerised stock control systems; their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock recording documentation
  - stock security systems
  - storage and their suitability for different kinds of stock
- for the specific organisation:
  - relevant stock, including product life and storage requirements for specific goods
  - procedures for security, recording incoming stock, reporting on discrepancies, deficiencies and excess stock
  - order and delivery documentation
- safe manual handling techniques for the receipt, transportation and storage of stock
- safe and correct use of equipment, such as forklifts
- correct and environmentally sound disposal methods for all types of waste and in

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particular for hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• interpret and complete stock documentation and efficiently and safely receive, store and maintain diverse stock items on multiple occasions
	• integrate, into daily work activities, knowledge of:
	  • stock recording procedures
	  • security procedures
	  • manual handling techniques
	• complete stock activities within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry stock control environment where stock is received, stored and recorded • computers, printers and stock control software systems currently used by the tourism, hospitality or event industry • electronic equipment used for stock control • a diverse and comprehensive range of tourism, hospitality or event industry stock items that are received and stored • current commercial stock recording procedures and documentation for the receipt and storage of stock.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual:
	  • receiving and storing stock
	  • using correct manual handling techniques
	• review of documents prepared by the individual:
	  • records of incoming stock

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- discrepancy and deficiency reports
- excess stock reports

- use of problem-solving exercises to assess the individual's ability to respond to stock deficiencies, order discrepancies and overstocked items
- written and oral questioning to assess knowledge of stock recording and security procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM201A Communicate in the workplace
- SITXINV202 Maintain the quality of perishable supplies
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stock may include:

- alcohol
- cleaning agents and chemicals
- customer travel products:
  - luggage labels
  - travel bags
  - travel wallets
- tickets
- vouchers
- event supplies
- food:
  - dairy products
  - canned products
  - dry goods
  - frozen goods
  - fruit

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- meat
- oils
- poultry
- seafood
- vacuumed sealed items
- vegetables

- fuel:
  - aircraft
  - coaches
  - hire cars
  - vessels
- general stores
- housekeeping supplies
- linen
- merchandise
- non-alcoholic beverages:
  - mixers
  - juice
  - soft drink
  - tea coffee
- uniforms.

Stock control systems may involve:

- bin cards
- imprest
- integrated point-of-sale systems
- ledgers
- stock control procedures and template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock

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- use of :
  - electronic stock control equipment
  - stock control software systems.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITXINV202 Maintain the quality of perishable items

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.1	Editorial correction to modification history.
1.0	N Replaces but is not equivalent to SITHCCC003B Receive and store kitchen supplies. There was confused intent with, and duplication across, the two units SITXINV001A Receive and store stock and SITHCCC003B Receive and store kitchen supplies. The unit SITXINV001A Receive and store stock covered stock control for all types of stock. This unit now only covers the particular skills and knowledge required to store perishable supplies in optimum conditions to minimise wastage and avoid food safety hazards. New title applied for clarity. Moved to Inventory competency field to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

It does not include general stock control processes which are covered by the unit SITXINV201 Receive and store stock.

Application of the Unit

This unit is particularly important within a food safety regime and applies to hospitality and catering organisations including hotels, restaurants, clubs, educational institutions, health establishments, defence forces, cafeterias, residential caterers, in-flight and other transport caterers, event and function caterers.

People at many levels use this skill in the workplace during the course of their daily activities including cooks, chefs, caterers, and kitchen attendants.

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Store supplies in appropriate conditions.	1.1 Conduct ***temperature checks*** on delivered goods ensuring they are within specified tolerances. 1.2 Record temperature results according to organisational procedures. 1.3 Identify any ***deficiencies***, with delivered food items, ***reject supply*** within scope of responsibility or report findings. 1.4 Choose and prepare correct ***environmental conditions*** for the storage of perishable ***supplies***. 1.5 Date code all perishable supplies to maximise use. 1.6 Promptly store supplies in appropriate storage area to minimise wastage and avoid food contamination.
2. Maintain perishable supplies at optimum quality.	2.1 Regularly check and adjust the environmental conditions of all storage areas and equipment to maintain perishable supplies at optimum quality. 2.2 Conduct temperature checks according to food safety

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	procedures and protect supplies from spoilage. 2.3 Protect supplies from damage of cross-contamination and pests. 2.4 Rotate perishable supplies for maximum use according to expiration dates.
3. Check perishable supplies and dispose of spoilt stock.	3.1 Regularly check all perishable supplies for ***quality***. 3.2 Inspect items for animal and pest damage and report incidents of infestation. 3.3 Identify any deficiencies, report findings or dispose of any non-usable supplies within scope of responsibility. 3.4 Safely dispose of spoilt stock and waste to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to make simple verbal reports on the disposal of perished supplies
- literacy skills to:
  - read and comprehend date code and stock rotation labels
  - write date code and stock rotation labels and simple documents that record temperature results
- numeracy skills to:
  - use a thermometer correctly to measure temperatures
  - estimate times for regular temperature checks
- planning and organising skills to regularly check and adjust the environmental conditions of storage areas
- problem-solving skills to:
  - evaluate quality of stored supplies and make adjustments to their storage conditions to ensure a quality product
  - monitor storage temperatures and adjust according to identified discrepancies
  - identify unsafe and perished supplies and dispose of them
- teamwork skills to report incidents of spoilage to supervisors
- technology skills to use thermometers and adjust temperature and humidity controls on storage equipment.

Required knowledge

- contents of stock date codes and rotation labels
- meaning of:
  - wastage to a commercial catering organisation and reasons to avoid it

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    - contaminated food as defined by the Australia New Zealand Food Standards (ANZFS) Code
- reasons for protecting food from contamination
- different types of contamination:
    - microbiological
    - chemical
    - physical
- methods of rejecting contaminated food
- correct environmental storage conditions for the main food types used in a commercial kitchen:
    - beverages
    - dairy products
    - canned products
    - dry goods
    - food
    - frozen goods
    - fruit
    - meat
    - oils
    - poultry
    - seafood
    - vacuumed sealed items
    - vegetables
- food safety procedures and standards for storage of perishable supplies:
    - appropriate containers
    - labelling and coding
    - first in first out methods
    - storage environments
    - temperature, humidity, light and ventilation specifications for storage
    - cleaning and sanitising processes for food storage areas
    - quarantining the storage of items that are likely to be the source of contamination of food, including chemicals, clothing and personal belongings
- indicators of spoilage and contamination of perishable supplies:
    - degradation of flavour, aroma, colour and texture
    - enzymic browning
    - drying and hardening
    - crystalisation
    - infestation of animal and pest waste
    - mould
    - exposed packaged food through damaged packaging

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  - odour
- correct and environmentally sound disposal methods for kitchen waste and hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• maintain the quality of a diverse range of perishable supplies for commercial cookery or catering operations including these main food groups:
	  • beverages
	  • dairy products
	  • canned products
	  • dry goods
	  • frozen goods
	  • fruit
	  • meat
	  • oils
	  • poultry
	  • seafood
	  • vacuumed sealed items
	  • vegetables
	• integrate knowledge of:
	  • correct environmental storage conditions for the main food types
	  • food safety procedures and standards for storage of perishable supplies
	  • indicators of spoilage and contamination of perishable supplies
	• integrate checks on perishable supplies with other duties and within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines;

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this can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers

- thermometers and temperature recording charts
- a diverse and comprehensive range of perishable food supplies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual date coding perishable supplies and storing them in appropriate environmental conditions
- evaluation of temperature records completed by the individual
- problem solving exercise to assess the individual's ability to identify a range of spoilt and contaminated food items
- written or oral questioning to assess knowledge of correct environmental storage conditions, food safety procedures and standards and indicators of spoilage and contamination
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC104 Package prepared foodstuffs
- SITHCCC205 Produce cook-chill and cook freeze foods
- SITHCCC206 Rethermalise chilled and frozen foods
- SITXINV201 Receive and store stock
- SITXWHS101 Participate in safe work practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Temperature checks may relate to:	• cold or chilled foods • frozen foods • ingredients • raw foods • reheated foods or ingredients.

Deficiencies may include:	• contaminated food
	• food that is intended to be:
	  • frozen but has thawed
	  • chilled but has reached a dangerous temperature zone
	• packaged food that is exposed through damaged packaging.

To ***reject supply*** may involve:	• rejecting supply immediately on delivery by supplier • rejecting supply of goods delivered under concession and not formally received • quarantining contaminated food from other food until the rejection is finalised • returning food to the supplier • disposing of contaminated food with consent of the supplier.

Environmental conditions may involve:	• correct application of humidity and temperature controls
	• correct ventilation
	• protecting perishables from exposure to:
	  • heating or air conditioning
	  • accidental damage through people traffic
	  • environmental heat and light
	• sanitary cleanliness
	• storing perishables:
	  • in dry stores
	  • in cool rooms
	  • in freezers
	  • in refrigerators
	  • sanitised and hygienic conditions
	  • at room temperature.

Supplies include:	• beverages • dairy products • canned products • dry goods • food • frozen goods

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	• fruit • meat • oils • poultry • seafood • stock on hand • vacuumed sealed items • vegetables.
Quality may include:	• currency of best by or use by dates • freshness • size • weight.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITXINV301 Purchase goods

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine the purchasing requirements for goods, source suppliers, discuss requirements and to assess the quality of goods before purchasing.

It does not cover the specialist skills to systematically purchase and control the supply of goods for an organisation. These skills are covered by the units:

- SITXINV401 Control stock
- SITXINV601 Establish stock purchasing and control systems.

Application of the Unit

This unit applies to the tourism, travel, hospitality and event industry sectors and covers the purchase of any type of goods including food and beverage supplies. Purchasing goods may involve: placing an order for future delivery or purchasing goods face-to-face and taking immediate delivery.

The unit can apply to operational personnel who operate with some level of independence and under limited supervision. This includes tour coordinators, account managers for professional conference organisers, event coordinators and banquet coordinators. In a kitchen environment it can apply to chefs of all levels including commis chefs, but in larger organisations purchasing often remains the responsibility of sous chefs and executive chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine purchasing requirements.	1.1 Access and interpret ***information*** and discuss the end product requirements with ***relevant personnel*** to ascertain ***goods*** to be purchased. 1.2 Check and assess ***quality and suitability*** of stock on hand before proceeding with new purchases. 1.3 Maximise use of suitable stock on hand to avoid wastage. 1.4 Use ***forecasting methods*** to calculate required quantity of goods. 1.5 Ascertain price limitations for the purchase of goods using ***job costings***. 1.6 Develop purchase lists and prioritise purchasing requirements according to organisational deadlines.
2. Source suppliers and discuss requirements.	2.1 Source and review potential ***suppliers*** and comply with ***organisational procedures*** for the supply of goods. 2.2 Inform supplier of requirements and ***specifications***. 2.3 Confirm availability of supply to meet the production requirements. 2.4 Seek price for the supply and negotiate costs within scope of individual responsibility and organisational policy. 2.5 Refer complex supply issues to a higher level staff member for action.
3. Assess quality of goods and make purchase.	3.1 Assess supplier capacity to meet price, quality and delivery expectations. 3.2 Complete an ***assessment*** of the ***quality*** of the goods. 3.3 Select supplier and ***purchase goods*** based on price, availability and quality and within scope of individual responsibility and organisational policy. 3.4 Keep accurate purchase records.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss product and purchase requirements with supervisors and managers
  - provide clear directions to suppliers about product specifications and purchasing requirements
  - conduct basic negotiations on the cost of goods
- critical thinking skills to assesses the quality of goods on offer by the supplier
- initiative and enterprise skills to purchase from the most cost effective supplier
- literacy skills to:
  - read and interpret operational documents which describe the purchasing requirements e.g. recipes, menus, itineraries, event running sheets, and organisational procedures
  - write purchase orders and descriptive purchase specifications for suppliers
- numeracy skills to interpret job costings and calculate supplier costs
- planning and organising skills to prioritise purchasing requirements according to organisational deadlines
- problem-solving skills to identify deficiencies in:
  - current stock on hand and purchase new stock
  - supplier quality and choose a more appropriate supplier
- teamwork skills to discuss production requirements with supervisors and managers to determine purchase requirements
- technology skills to use a calculator to assist with supply numbers and costs.

Required knowledge

- for the specific industry sector and organisation:
  - features of products sold and the expected level of quality
  - formats for and contents of workplace documents that describe supply requirements
  - forecasting methods for calculating required quantity of goods
  - formats for and inclusions of job costings that describe purchase price limitations
  - sources of product and supplier information
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - formats for and inclusions of supplier specifications for the purchase of goods
  - full content of stock ordering procedures and documents
  - individual stock ordering responsibilities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and confirm purchasing requirements and purchase a diverse range of goods to meet different end product requirements • assesses supplier capacity to meet price, quality and delivery expectations • integrate into purchasing activities, knowledge of stock ordering procedures and documents • complete purchasing activities according to organisational deadlines.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated tourism, hospitality or event business activity for which goods are purchased; for example:
	  • a function
	  • a kitchen operation
	  • a tour
	  • an event
	• a diverse and comprehensive range of tourism, hospitality or event industry supply items that can be assessed for quality and suitability
	• operational documentation, e.g. details of supplier contracts and job costings
	• current commercial stock control procedures and documentation for the ordering of goods.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation, using role plays, of the individual:
	  • discussing purchase requirements with supervisors and managers
	  • negotiating the quality and cost of items with suppliers
	• projects and activities that allow assessment of the individual's ability to:

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- assess the quality of goods on offer
- determine purchase requirements for particular business operation
- purchase goods to meet deadlines

- review of documents prepared by the individual:
  - product specifications
  - purchase lists
- use of problem-solving activities so the individual can suggest methods for resolving costly or substandard quality of supply
- written or oral questioning to assess knowledge of contractual arrangements, preferred supplier arrangements and stock ordering procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC301 Produce poultry dishes
- SITHCCC302 Produce seafood dishes
- SITHCCC303 Produce meat dishes
- SITHCCC304 Produce and serve food for buffets
- SITTTSL201 Operate an online information system
- SITXFIN402 Manage finances within a budget.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- buffet designs
- catering orders
- customer specifications:
  - numbers
  - special requests
- event orders
- event running sheets

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- function orders
- menus
- operational itineraries for crew
- passenger itineraries
- passenger lists
- recipes
- reservation profiles
- rooming lists
- standard yields.

Relevant personnel may include:

- chef
- event coordinator
- executive chef
- manager:
  - event
  - operations
  - reservations
- sous chef
- supervisor.

Goods may include:

- alcohol
- cleaning agents and chemicals
- customer travel products:
  - luggage labels
  - travel bags
  - travel wallets
  - tickets
  - vouchers
- event supplies
- food:
  - dairy products
  - dry goods
  - fresh goods
  - frozen goods
  - fruit
  - meat
  - poultry
  - seafood
  - vegetables
- fuel:
  - aircraft
  - coaches

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- hire cars
- vessels

- general stores
- housekeeping supplies
- linen
- merchandise
- non-alcoholic beverages:
  - juice
  - mixers
  - soft drink
  - tea and coffee
- uniforms.

Quality and suitability of stock on hand may involve:

- ability to meet customer requirements:
  - numbers
  - special dietary requirements
  - special requests
- ability to meet requirements of:
  - event
  - menu
  - recipe
  - touring itinerary
- for food:
  - currency of best by or use by dates
  - freshness
  - size
  - weight
- numbers of goods on hand.

Forecasting methods may include:

- moving averages
- popularity index
- use of sales reports for future customer bookings
- yield tests:
  - butcher’s test
  - standard measures
  - standard yield test.

Job costings may be specified in:

- budgets
- customer quotations
- event costings
- itineraries
- menus
- recipes

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- tour costings.

Suppliers may include:

- any supplier who meets the production requirements of the end product
- contracted suppliers
- existing suppliers
- food markets
- new suppliers
- preferred suppliers
- retailers
- suppliers who meet quality and price specifications
- those located:
  - interstate
  - locally
  - overseas
- wholesalers.

Organisational procedures for the supply of goods may involve:

- completing purchase orders
- gaining authority to purchase
- limitations on which suppliers can be used
- who is authorised to negotiate and purchase.

Specifications may include:

- budget
- colour
- deadlines for supply
- delivery or pick up requirements
- detailed description
- expected supply cost
- fresh or frozen food
- general description
- grade
- numbers to be purchased
- product name
- quality
- required labelling
- size
- special instructions or requirements
- storage procedures
- upper purchase price barrier
- use for product
- weight.

Assessment may involve:

- comparing price with previous supply costs
- visual assessment

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	• taste test • checking on other customers' satisfaction with the supplier.

Quality of the goods may involve:	• ability to meet:
	  • customer specifications
	  • organisational quality specifications
	  • portion requirements
	• currency of best by or use by dates
	• freshness
	• size
	• weight.

Purchase goods may involve:	• placing an order for future delivery • purchasing goods face-to-face and taking immediate delivery.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITXINV401 Control stock

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comment
1.0	N Replaces but is not equivalent to SITXINV002A Control and order stock. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Technology skills and knowledge added. Prerequisites removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

Application of the Unit

This unit applies to the tourism, travel, hospitality and event industry sectors.

The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are complex ordering and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to stock control personnel who operate independently, have responsibility for others and make a range of decisions on the overall administration of stock.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain stock levels and records.	1.1 Use ***stock control systems*** and equipment to administer all stock control and ordering processes. 1.2 Monitor and maintain ***stock*** levels to meet organisational requirements. 1.3 Monitor stock security and adjust procedures as required. 1.4 Inform colleagues of their individual stock ordering responsibilities. 1.5 Maintain records of stock levels and create reports according to organisational procedures. 1.6 Monitor stock performance, and identify and report fast or slow selling items. 1.7 Monitor and adjust stock reorder cycles.
2. Process stock orders.	2.1 ***Process orders*** for stock according to organisational procedures. 2.2 Maintain stock levels and record current accurate details. 2.3 Check and record incoming stock against purchase and supply agreements.
3. Minimise stock losses.	3.1 Regularly check the storage of stock and ensure its ***protection***. 3.2 Identify, record and report ***stock losses***. 3.3 Identify avoidable losses and establish reasons for them. 3.4 Recommend solutions and implement procedures to prevent future losses.
4. Follow up orders.	4.1 Monitor the delivery of stock to ensure agreed deadlines are met. 4.2 Liaise with suppliers to ensure continuity of supply. 4.3 Resolve routine supply problems or refer to appropriate person for action.

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	4.4 Distribute stock within the organisation according to required allocations.
5. Organise and administer stocktakes.	5.1 Organise stocktakes at appropriate intervals. 5.2 Allocate stocktaking responsibilities to staff and supervise the operation of the stocktake. 5.3 Produce accurate stocktake reports within designated timelines.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with suppliers about deliveries and discrepancies
  - discuss reasons for stock losses with staff
  - provide clear directions to staff about their stocktaking responsibilities
- critical thinking skills to analyse stock performance, and identify fast or slow-selling items
- literacy skills to:
  - read and interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures
  - write detailed reports on stock levels, performance, losses and stocktakes
- numeracy skills to calculate supplier costs and complex order costs, reconcile incoming stock and invoices against purchase orders, calculate complex details of stock on hand and stock losses and produce complex numerically based reports
- planning and organising skills to efficiently order and maintain stock so that stock levels meet organisational requirements
- problem-solving skills to identify reasons for stock losses, recommend solutions and implement procedures to prevent future losses
- teamwork skills to direct staff on ordering responsibilities and supervise staff participation in stocktakes
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of a stock control system
  - electronic equipment used for stock control.

Required knowledge

- principles of stock control, including:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items

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  - segregation of non-food items from food items that have potential to cross-contaminate
- for the specific industry sector:
  - different types of computer stock control systems used, their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock

methods to monitor and maintain stock levels

- for the specific organisation:
  - relevant stock, including product life and storage requirements for specific goods
  - departmental or individual stock ordering responsibilities
  - full content of stock control and security procedures
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - full content of stock ordering procedures and documents
  - stock reorder cycles
  - stock level reports
  - stock performance reports
  - stock loss reports
  - full content of stocktake procedures, documents and reports
- reasons for stock loss and damage and methods to control these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • order, control and administer continuous and efficient supply of a diverse range of stock • monitor and maintain stock levels over a stock life-cycle period which includes a stocktake • produce and distribute multiple and diverse stock control reports • complete stocktakes • integrate, into daily work activities, knowledge of stock control procedures • complete stock order and reporting activities within

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commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry stock control environment where stock levels are monitored and maintained
- computers, printers and stock control software systems currently used by the tourism, hospitality or event industry
- electronic equipment used for stock control
- a diverse and comprehensive range of tourism, hospitality or event industry stock items that are monitored and maintained
- current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual:
  - resolving stock delivery issues with suppliers
  - supervising the operation of a stocktake
- projects and activities that allow assessment of the individual's ability to:
  - process stock orders
  - monitor and maintain stock levels over a stock life-cycle period which includes a stocktake
- review of reports prepared by the individual:
  - stock level
  - stock performance
  - stock loss
- use of problem-solving activities so the individual can suggest methods for minimising stock losses
- written or oral questioning to assess knowledge of the principles of stock control, procedures for stock management and stocktakes
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- BSBWRT401A Write complex documents
- SITXMGT401 Monitor work operations
- SITXWHS401 Implement and monitor work health and safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stock control systems may involve:

- bin cards
- imprest
- integrated point-of-sale systems
- ledgers
- stock control procedures, template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of :
  - electronic stock control equipment
  - stock control software systems.

Stock may include:

- alcohol
- cleaning agents and chemicals
- customer travel products:
  - luggage labels
  - travel bags

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- travel wallets
- tickets
- vouchers

- event supplies
- food:
  - dairy products
  - dry goods
  - frozen goods
  - fruit
  - meat
  - poultry
  - seafood
  - vegetables
- fuel:
  - aircraft
  - coaches
  - hire cars
  - vessels
- general stores
- housekeeping supplies
- linen
- merchandise
- non-alcoholic beverages:
  - mixers
  - juice
  - soft drink
  - tea coffee
- uniforms.

Process orders may involve:

- any method of ordering:
  - electronic
  - email
  - on-line
  - telephone
  - face-to-face
- placing an order for future delivery
- purchasing goods face-to-face and taking immediate delivery.

Protection may involve:

- avoiding cross contamination
- correct application of humidity and temperature controls
- correct ventilation

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- securing stock
- storing stock in correct location and conditions to avoid damage
- treating pest and vermin infestations.

Stock losses may involve:

- inappropriate storage conditions
- lack of rotation leading to product deterioration
- overstocking
- pests or vermin
- theft.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITXINV601 Establish stock purchasing and control systems

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXINV003A Manage and purchase stock. Change to title for greater consistency across Training Package and to better reflect the intent of the unit. Changes made to structure and word content of Elements and Performance Criteria for clarity. Technology skills and knowledge added.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and implement stock control and cost effective stock purchasing and supply systems for a business.

Application of the Unit

This unit applies to the tourism, travel, hospitality and event industry sectors.

The unit is relevant to organisations where stock management is an integral and essential part of business operations, and where there are complex purchasing and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine stock requirements.	1.1 Use business ***data***, ***forecasting methods*** and ***standard measures*** to calculate required ***stock*** levels. 1.2 Determine stock requirements for standard business periods, peak seasons and special events. 1.3 Establish cost-effective purchase quantities based on business information and supplier advice.
2. Establish optimum supply arrangements.	2.1 Evaluate quality of supply, based on feedback from colleagues and customers. 2.2 Source and review potential suppliers. 2.3 Develop appropriate and accurate ***purchase specifications***. 2.4 Assess suppliers against specifications considering all ***relevant factors***. 2.5 Assess ***terms of purchase*** and negotiate with suppliers to achieve optimum supply arrangements. 2.6 Adjust sources of supply and make accurate records of agreements.
3. Develop and implement stock control systems.	3.1 Develop ***stock control systems*** and communicate to all relevant staff. 3.2 Develop ***special control systems*** for stock with high wastage or loss. 3.3 Monitor workplace systems and make adjustments according to feedback and operational experience. 3.4 Initiate training of staff to minimise stock wastage.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to negotiate complex supply arrangements and liaise with stock suppliers
- critical thinking skills to assess supplier ability to meet the needs of the organisation and evaluate and determine optimum supply arrangements
- initiative and enterprise skills to negotiate cost effective supply and maximise profitability
- literacy skills to:
  - read and interpret complex supplier cost sheets, specific terms of purchase and supplier contracts
  - research potential suppliers, sort and analyse information to make decisions on supply arrangements
  - write complex and accurate purchase specifications and stock control system documents
- numeracy skills to:
  - work with budgets
  - interpret complex stock performance, wastage and stocktake reports
  - calculate standard methods and measures
  - interpret supply costs and calculate cost effective quantities for purchase
- planning and organising skills to plan, establish and monitor stock control systems
- problem-solving skills to monitor the quality and cost of supply, identify deficiencies and adjust purchasing arrangements
- self-management skills to take responsibility for purchase and stock control decisions
- teamwork skills to discuss, review and incorporate feedback from team members
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of a stock control system.

Required knowledge

- for the specific industry sector:
  - forecasting methods for calculating required stock levels including formulas for yield testing and use of standard measures
  - methods to calculate cost-effective order quantities for different stock items
  - different types of computer stock control systems used, their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock
  - a range of supply sources for different types of product
  - formats for and inclusions of purchase specifications, including appropriate terminology
- for the specific organisation:
  - relevant stock, including product life and storage requirements for specific goods
  - standard business periods, peak seasons and special events

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- reasons for stock loss and damage and methods to control these
- a range of formats for, inclusions and uses of:
  - stock control procedures including those for stock with high wastage or loss
  - various stock control reports.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • establish and implement cost effective stock purchasing and control systems for a diverse range of stock items • monitor stock control systems, stock quality and cost-effectiveness of supply over a period of time • integrate knowledge of various stock control reports and data required to calculate cost-effective purchasing.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation for which stock is purchased and stock control systems are developed • computers, printers and stock control software systems currently used by the tourism, hospitality or event industry • current commercial purchase specifications, stock control procedures and reports, supplier cost and contractual documentation used for the purchase of stock • suppliers with whom the individual can interact and negotiate.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • projects and activities that allow assessment of the individual's ability to: • determine stock levels for normal and peak operating seasons

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- use reports and supplier information to calculate cost-effective order quantities
- develop a variety of tailored stock control systems
- evaluate the performance of systems and make adjustments

- review of documents prepared by the individual:
  - stock control procedures
  - purchase specifications
  - reports evaluating the quality and cost of supply
- use of problem-solving activities so the individual can develop systems to control stock with high wastage or loss
- written or oral questioning to assess knowledge of:
  - types of storage and their suitability for different kinds of stock
  - stock control systems used by the industry
  - a range of supply sources for different types of product
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Data may include:

- historical sales figures
- stocktake figures
- supplier lead time
- wastage reports.

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Forecasting methods may include:

- moving averages
- popularity index
- use of sales reports for future customer bookings
- yield tests:
  - butcher's test
  - standard measures
  - standard yield test.

Standard measures may include:

- food portion size:
  - count
  - cup
  - scoop
  - slice
  - measure
  - volume
  - weight
- fuel consumption for:
  - particular road, sea or air travel conditions
  - types of aircraft, sea vessels and land transport vehicles
- expected customer numbers for:
  - events
  - peak season
  - standard business periods
- standard recipes
- standard yields.

Stock may include:

- alcohol
- cleaning agents and chemicals
- customer travel products:
  - luggage labels
  - travel bags
  - travel wallets
  - tickets
  - vouchers
- event supplies
- food:
  - dairy products
  - canned products
  - dry goods
  - fresh goods
  - frozen goods
  - fruit

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- meat
- oils
- poultry
- seafood
- vacuumed sealed items
- vegetables

- fuel:
  - aircraft
  - coaches
  - hire cars
  - vessels
- general stores
- housekeeping supplies
- linen
- merchandise
- non-alcoholic beverages:
  - juice
  - mixers
  - soft drink
  - tea and coffee
- uniforms.

Purchase specifications may include:

- budget
- colour
- deadlines for supply
- delivery or pick up requirements
- detailed description
- expected supply cost
- fresh or frozen food
- general description
- grade
- numbers to be purchased
- product name
- quality
- required labelling
- size
- special instructions or requirements
- storage procedures
- upper purchase price barrier
- use for product
- weight.

Relevant factors may

- ability to meet all aspects of the specification

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include:

- after sales service
- competitive pricing
- credit terms available
- delivery service, including emergency delivery
- lead time
- minimum and maximum order quantities
- product availability
- references from other customers
- trading hours.

Terms of purchase may include:

- centralised or decentralised purchasing
- competitive or open market buying
- contract buying
- cooperative buying
- cost plus buying
- credit terms
- negotiated buying
- one stop buying
- sealed bid buying
- volume buying and warehousing.

Stock control systems may involve:

- bin cards
- imprest
- integrated point-of-sale systems
- ledgers
- stock control procedures and template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of:
  - electronic stock control equipment
  - stock control software systems.

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Special control systems may involve:

- controlling ordering quantities
- maintaining correct environmental conditions for the storage of perishable foodstuffs, including controls for:
  - temperature
  - light
  - humidity
- procedures for:
  - correct handling of perishables to avoid spoilage of stock
  - issue quantities
  - issuing only to authorised persons
  - stock transfer to other departments
  - requisitioning
- segregated storage of non-food items from food items that have potential to cross-contaminate.

Unit Sector(s)

Cross-Sector

Competency Field

Inventory

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SITHKOP101 Clean kitchen premises and equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC004B Clean and maintain kitchen premises. Title simplified. Unit has tighter focus on cleaning kitchens to avoid food safety issues. Some Performance Criteria removed which duplicated content of related unit SITHACS101 Clean premises and equipment. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to clean food preparation, storage areas and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit is particularly important within a food safety regime and applies to all hospitality and catering organisations with kitchen premises including permanent or temporary kitchens or smaller food preparation areas. These can be found within restaurants, cafes, kiosks, cafeterias, clubs, hotels, attractions and in catering facilities.

It applies to kitchen personnel who work with very little independence and under close supervision including kitchen attendants and stewards. It can also apply to cooks and chefs in small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Clean and sanitise kitchen equipment.	1.1 Select and prepare ***cleaning agents and chemicals*** according to product instructions. 1.2 Clean and sanitise ***kitchen equipment*** to ensure safety of food prepared and served to customers. 1.3 Store cleaned equipment in designated place.
2. Clean serviceware and utensils.	2.1 Sort ***serviceware and utensils*** and load dishwasher with appropriate items. 2.2 Hand wash any items not appropriate for dishwasher. 2.3 Dispose of broken or chipped serviceware, within scope of responsibility, and report losses to supervisors. 2.4 Ensure that sufficient supplies of clean, undamaged crockery are available at all times during the service period.
3. Clean and sanitise kitchen premises.	3.1 Follow organisational cleaning schedules. 3.2 Clean and sanitise ***kitchen surfaces*** and ***food preparation and storage areas*** to ensure the safety of food prepared and served to customers. 3.3 Clean areas of animal and pest waste and report incidents of infestation. 3.4 Follow ***safety procedures*** in the event of a chemical accident. 3.5 Sort and remove ***linen*** according to organisational procedures. 3.6 Sort and promptly dispose of ***kitchen waste*** to avoid cross

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	contamination with food stocks.
4. Work safely and reduce negative environmental impacts.	4.1 Use cleaning agents, chemicals and ***cleaning equipment*** safely and according to manufacturer instructions. 4.2 Use ***personal protective equipment*** and safe manual handling techniques when cleaning equipment and premises. 4.3 Reduce negative environmental impacts through efficient use of energy, water and other resources. 4.4 Sort general waste from ***recyclables*** and dispose of them in designated recycling bins. 4.5 Safely dispose of all kitchen waste, especially ***hazardous substances***, to minimise negative environmental impacts.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to report and discuss the disposal of broken serviceware and infestation incidents
- literacy skills to:
  - read and comprehend workplace documents or diagrams that interpret the content of:
    - cleaning schedules
    - safety procedures
    - Material Safety Data Sheets (MSDS) and product instructions for cleaning agents and chemicals
    - manufacturer's instructions for equipment
  - write simple notes to report broken serviceware
- numeracy skills to calculate the dilution requirements for chemicals and cleaning products
- planning and organising skills to efficiently sequence the stages of cleaning kitchen equipment and premises
- problem-solving skills to:
  - identify and dispose of unsafe chipped or broken serviceware
  - identify and report on pest infestations
  - recognise a chemical accident and follow safety procedures to avoid food contamination
- self-management skills to manage own speed, timing and productivity
- teamwork skills to support cooking staff by cleaning equipment, serviceware and utensils continuously for their availability
- technology skills to use automatic dishwashers and reassemble kitchen equipment after cleaning.

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Required knowledge

- hygiene and cross-contamination issues for kitchens and the importance and purpose of cleaning regimes
- different types of cleaning and sanitising products, chemicals for kitchens and equipment:
  - uses
  - safe use
  - safe storage
- safe practices for using and storing hazardous substances
- content of MSDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of MSDS
- cleaning sanitising and disinfecting methods for:
  - kitchen floors, shelves and walls
  - kitchen equipment, serviceware and utensils
- correct use of personal protective equipment
- safe manual handling techniques for cleaning equipment and premises, especially bending, lifting and carrying heavy equipment
- environmental impacts of cleaning commercial kitchens and equipment and minimal impact practices to reduce these especially those that relate to water and energy use
- correct and environmentally sound disposal methods for kitchen waste including hazardous substances and recyclable glass and plastic bottles and containers
- equipment used to clean kitchen premises and equipment:
  - essential features and functions
  - safe operational practices
- for the specific organisation:
  - contents of cleaning schedules
  - contents of safety procedures for chemical accidents
  - reporting mechanisms for infestations
  - standards of presentation for the premises.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the ability to: • efficiently clean food preparation, storage areas, large and small equipment, serviceware and utensils in

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this unit	commercial kitchens on multiple occasions according to cleaning schedules
	• work safely and use resources efficiently to reduce negative environmental impacts
	• integrate knowledge of:
	  • different types of cleaning agents and chemicals for kitchens and equipment
	  • cleaning sanitising and disinfecting methods for kitchens and equipment
	  • correct and environmentally sound disposal methods for waste and hazardous substances
	• complete cleaning tasks within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• equipment used to clean kitchen premises and equipment
	• a variety of commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens
	• commercial cleaning schedules
	• safety procedures for chemical accidents
	• MSDS for cleaning agents and chemicals and or plain English workplace documents or diagrams that interpret the content of MSDS.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual cleaning a fully equipped commercial kitchen and storage areas
	• inspection of areas cleaned by the individual
	• written or oral questioning to assess knowledge of:
	  • the importance and purpose of cleaning regimes
	  • different types of cleaning agents and chemicals
	  • cleaning sanitising and disinfecting methods
	  • disposal methods for waste and hazardous substances

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- BSBWOR203B Work effectively with others
- SITXWHS101 Participate in safe work practices
- SITXWHS301 Identify hazards, assess and control safety risks
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cleaning agents and chemicals include:

- automatic dishwasher:
  - liquid
  - powder
  - tablets
- bleach
- cleaning agents for specialised surfaces
- deodorisers
- dishwashing liquid
- disinfectants
- floor cleaners
- glass cleaner
- pesticides
- stainless steel cleaner and polish
- window cleaner.

Kitchen equipment includes:

- appliances
- cooking equipment
- dishwashers

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- extraction fans
- garbage bins
- glasswashers
- measures
- mechanical food preparation equipment:
  - bowl choppers
  - commercial mixers food processors, blenders and attachments
  - mincers
  - slicing machines
- ovens
- scales
- thermometers.

Serviceware and utensils may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- dishes
- glassware
- graters
- knives
- pans
- pots.

Kitchen surfaces include:

- floors
- shelves
- walls.

Food preparation and storage areas include:

- benches and working surfaces
- cool rooms
- cupboards
- freezers
- fridges
- microwaves
- ovens
- storerooms
- stoves.

Safety procedures may relate to:

- disposal of contaminated food
- first aid
- treatment of food preparation area and equipment to avoid any risk to food.

Linen may include:

- cleaning cloths

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- clothing
- napkins
- serving cloths
- tablecloths
- tea towels.

Kitchen waste may include:

- animal fat
- any used or out of date ingredient or food item
- broken serviceware
- cooking oils
- food waste
- ghee
- grease
- hazardous substances
- oils
- pest waste.

Cleaning equipment may include:

- cloths
- dishwashers
- brooms, brushes and dustpans
- buckets
- cleaning cloths
- floor scrubbers or polishers
- mops
- pressurised steam and water cleaners
- swabs
- waste sink for mops.

Personal protective equipment may include:

- face masks
- gloves
- goggles
- rubber aprons.

Recyclables may include:

- glass bottles and jars
- plastics
- paper and cardboard
- tin or aluminium containers
- fruit and vegetable matter.

Hazardous substances may include:

- animal fat
- chemicals
- cleaning agents
- cooking oils
- ghee
- grease.

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Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP302 Plan and cost basic menus

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Covers planning and costing components previously in SITHASC013A Plan menus for Asian cuisines, SITHCCC016A Develop cost-effective menus and SITHCCC023B Select, prepare and serve specialised food items. Two units now cover all menu and cuisine types SITHKOP302 Plan and cost basic menus and SITHKOP501 Design and cost menus.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success.

It does not cover the specialist skills used by senior catering managers and chefs to design and cost complex menus after researching market preferences and trends. Those skills are covered within SITHKOP501 Design and cost menus.

Application of the Unit

This unit applies to hospitality and catering organisations. Menus can be for ongoing food service, for an events or function or for a food product range such as patisserie products.

It applies to cooks, patissiers and catering personnel who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer preferences.	1.1 Identify current ***customer profile*** for the food business. 1.2 Analyse the ***food preferences*** of the customer base.
2. Plan menus.	2.1 Generate a range of ideas for ***menus*** for dishes or food production ranges, assess their merits and discuss with relevant personnel. 2.2 Choose menu items to meet ***customer*** preferences. 2.3 Identify organisational service style and cuisine and develop suitable menus. 2.4 Include a ***balanced variety*** of dishes or food production items for the style of service and cuisine.
3. Cost menus.	3.1 Itemise all proposed components of the included dishes or food production items. 3.2 Calculate portion yields and costs from raw ingredients. 3.3 Assess cost-effectiveness of proposed dishes or food production items and choose menu items that provide high yield. 3.4 Price menu items to ensure maximum profitability.
4. Write menu content.	4.1 Write menus using words that appeal to the customer base and fit with the business service style. 4.2 Use correct names for the style of cuisine. 4.3 Use descriptive writing to promote the sale of menu items.
5. Evaluate menu success.	5.1 Seek ongoing ***feedback*** from customers and others and use to improve menu performance. 5.2 Assess the success of menus against and customer satisfaction and sales data. 5.3 Adjust menus based on feedback and profitability.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate the food service preferences of the customer profile and plan menus to meet those preferences
- literacy skills to:
  - read and interpret information on customer profiles and preferences
  - write creatively expressed menus and product descriptions to promote sales
- numeracy skills to:
  - determine portion sizes and portion yield from ingredients
  - calculate the cost of producing dishes for menus
  - calculate mark-ups and selling price for profitability
- planning and organising skills to access and sort all information required for menu planning and to coordinate a menu development process
- problem-solving skills to identify unprofitable menu items and adjust menus to include high yield dishes
- technology skills to use computers and software programs to cost and document menus.

Required knowledge

- for the organisation:
  - sources of information on current customer profile and food preferences
  - service style and cuisine
  - costs of supply for ingredients
- methods and formulas for calculating portion yields and costs from raw ingredients including:
  - butcher’s test
  - standard measures
  - standard yield tests
- hospitality and catering industry desired profit margins, mark-up procedures and rates
- different types and styles of menus for dishes or food production ranges for different types of food outlets
- influence of seasonal products and commodities on menu content
- naming conventions and culinary terms for a variety of cuisines
- formats for and inclusions of menus presented to customers
- methods of assessing the popularity of menu items including the use of:
  - customer surveys
  - popularity index
  - sales data.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- evaluate the food preferences of particular customer groups
- develop and cost multiple menus to meet a diversity of customer profiles
- evaluate menu success over a menu life cycle
- demonstrate knowledge of:
  - costs of supply for ingredients
  - methods and formulas for calculating portion yields and costs from raw ingredients
  - desired profit margins, mark-up procedures and rates
  - different types and styles of menus for dishes or food production ranges
  - develop menus within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated hospitality industry business operation or activity for which menus are planned and costed and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- costs of food supply for food service businesses
- menus for a variety of cuisines and service styles.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects and activities that allow assessment of the individual's ability to:
  - evaluate the food preferences of particular customer groups
  - create menus to meet customer preferences
  - calculate nett costs and selling prices of different menu items

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- write creative menu content
- evaluation of reports, prepared by the individual evaluating the success of menus
- activities that allow assessment of the individual's ability to write creative content for menus of diverse cuisine and service styles
- use of problem-solving exercises to allow the individual to identify unprofitable menu items and adjust menus to include high yield dishes
- operational constraints and develop menu solutions
- written or oral questioning to assess knowledge of:
  - costs of supply for ingredients
  - methods and formulas for calculating portion yields and costs from raw ingredients
  - desired profit margins, mark-up procedures and rates
  - different types and styles of menus for dishes or food production ranges
  - review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBMKG401B Profile the market
- SITXINV301 Purchase goods
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer profile may involve:

- age
- buying power
- gender
- income levels
- social and cultural background.

Food preferences may relate to:

- contemporary eating habits
- cultural and ethnic influences

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- popular menu items
- quick service foods
- seasonal dishes
- variety of food products.

Menus may be:

- à la carte
- buffet
- classical
- cyclical
- degustation
- ethnic
- for a:
  - function
  - event
  - festival
- for:
  - a food product range such as patisserie products
  - any cuisine
  - dishes
- modern
- set
- table d'hôte
- seasonal.

Customers may include:

- athletes
- business people
- business to business
- defence forces
- event or function customers
- health care customers
- infants, children and adolescents
- international tourists
- locals
- older people
- people from different socio-economic groups
- people from specific cultural or religious groups
- students
- those with particular nutritional interests
- young people.

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Balanced variety may relate to different:	• colours • cooking methods • delicacies • flavours • nutritional values • presentation • seasonally available ingredients • tastes • textures.

Feedback may involve:	• customer satisfaction discussions with:
	  • customers
	  • employees during the course of each business day
	• customer surveys
	• improvements suggested by:
	  • customers
	  • managers
	  • peers
	  • staff
	  • supervisors
	  • suppliers
	• regular staff meetings that involve menu discussions
	• seeking staff suggestions for menu items.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP401 Plan and display buffets

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC019A Plan, prepare and display a buffet. Title changed to better reflect intent and content of the unit. There was confused intent with and duplication across the two units SITHCCC015A Plan and prepare food for buffets, and SITHCCC019A Plan, prepare and display a buffet. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Revised unit only covers design, planning and display of buffets. Moved to new competency field – Kitchen Operations to better reflect the content of this unit. Four prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, plan and display buffets. It requires the ability to consult on buffet requirements, design the total buffet concept, plan and document operational requirements, display a buffet creatively and supervise food service.

It does not include the preparation of food items for buffets which is covered by the unit SITHCCC304 Produce and serve food for buffets.

Application of the Unit

This unit applies to all hospitality and catering organisations which serve buffet food including restaurants, hotels, clubs, event and function venues. The buffet could be a one-off for a special event or function or a series of regular buffets offered by the organisation.

This unit applies to those people who operate independently or with limited guidance from others such as senior and supervising cooks and chefs, catering supervisors and managers.

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Design and plan a buffet.	1.1 Design ***total buffet concept*** in consultation with other ***people*** to ascertain requirements. 1.2 Design ***buffet*** menu according to season, budget, occasion and customer requirements. 1.3 Identify quality, price, customer requirements and plan the purchase of a range and quantity of food items. 1.4 Plan the layout and display of buffet according to type of food, occasion and theme. 1.5 Incorporate the design of ***showpieces and decorations*** to enhance the buffet display. 1.6 Prepare food preparation lists and display plans for use of operational kitchen personnel.
2. Prepare for the buffet.	2.1 Supervise the preparation of food. 2.2 Select appropriate service equipment, serviceware and linen to display food and decorations. 2.3 Plan food service points for efficient and safe customer and staff accessibility.

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	2.4 Install and attractively present appropriate buffet showpieces and decorations.
3. Display food items and supervise service.	3.1 Display ***buffet food items*** with a sense of artistry to create customer appeal. 3.2 Display garnishes and accompaniments to enhance visual appeal. 3.3 Supervise buffet service to ensure replenishment of food items and neat and attractive display throughout buffet service period. 3.4 Ensure appropriate service standards for all food items.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with customers to ascertain requirements
  - discuss concept proposals with other people involved in the planning of buffets to finalise the design
- critical thinking skills to evaluate all requirements for the buffet and develop a design and plan to meet those requirements
- initiative and enterprise skills to develop creative ideas and explore a range of designs for the display of buffet foods
- literacy skills to:
  - read and interpret supplier information to decide best purchasing option
  - write comprehensive food preparation and display plans
- numeracy skills to:
  - calculate required quantities of buffet food for expected customer traffic
  - calculate supplies for food production
- planning and organising skills to access and sort all information required for buffet design and to coordinate a timely and efficient planning process
- problem-solving skills to recognise potential customer traffic flow issues and design a layout for efficient and safe customer and staff accessibility
- self-management skills to take responsibility for the design of and planning for buffets
- teamwork skills to invite and consider the input of staff members and external professionals in the buffet planning process
- technology skills to use computers and software programs to produce food preparation lists and display plans.

Required knowledge

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- suitable types of foods and dishes for buffets and their characteristics:
  - culinary terms for a variety of classical and contemporary buffet items
  - appropriate conditions and temperatures for display and service to maintain optimum quality and food safety
  - appropriate portions
- presentation techniques for food items that make up a buffet, showpieces and decorations
- design considerations for buffets, including:
  - appropriateness of food items for buffets
  - balance of dish types
  - colour and style
  - costing issues
  - nutritional value of food
  - operational constraints
  - themes of occasions
  - use of showpieces and decorations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, plan and display multiple buffets to meet a diversity of service requirements
	• present buffets attractively with artistic flair
	• document operational requirements and supervise food preparation and service
	• integrate knowledge of:
	  • suitable types of foods and dishes for buffets
	  • presentation techniques for food items, showpieces and decorations
	• develop buffet designs and plans within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • a buffet display and service area with specific equipment for buffet service including display crockery and chafing dishes and workplace documentation defined in the

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Assessment Guidelines; this can be within a:

- real industry workplace
- simulated industry environment such as a training food and beverage outlet servicing customers

- computers and software programs to produce food preparation lists and display plans
- food preparation lists and display plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the content and presentation of a buffet planned and displayed by the individual
- projects that allow assessment of the individual's ability to design, plan and display a buffet for an event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of culinary terms, suitable types of foods and dishes for buffets and presentation techniques
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITHCCC304 Produce and serve food for buffets
- SITHKOP501 Design and cost menus
- SITXFSA401 Develop and implement a food safety program
- SITXMGT401 Monitor work operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Total buffet concept may include:

- candles and lighting
- showpieces
- decorations

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- linen
- menu design
- food and food items
- service equipment
- serviceware
- table arrangements
- themed foods.

People may include:

- customers
- display artists and decoration wholesalers
- event or function coordinators
- event stylists
- floral stylists
- food and beverage managers
- interior designers and decorators
- other cooks and chefs
- service staff.

Buffet may be for:

- a venue:
  - indoor
  - outdoors
- breakfast
- dinner
- events
- functions
- lunch.

Showpieces and decorations may include:

- bread
- candles
- carved, moulded or assembled items
- chocolate
- decorated cakes and display cakes
- edible or non-edible materials
- floral arrangements
- fruit and vegetable displays
- glassware and serviceware
- ice, fruit or vegetable, chocolate, salt or margarine carvings
- special occasion cakes
- special theme items
- sugar.

Buffet food items may include:

- breads
- cheeses
- classical or contemporary recipes

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- cold breakfast foods:
  - cereals
  - fruit
  - pastries
  - yoghurt
- foods selected to meet special dietary requirements
- glazed foods, galantines and forcemeats
- hot breakfast foods:
  - eggs
  - bacon
  - beans
  - sausages
  - tomatoes
- hot and cold dessert and pastry items
- meats
- poultry
- salads
- seafood
- selection of hot and cold dishes
- smallgoods
- themed foods.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP402 Develop menus for special dietary requirements

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC035A Develop menus to meet special dietary and cultural needs. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Extra Element added to expand costing content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop menus and meal plans for people who have special dietary needs for health, lifestyle and cultural reasons. It requires the ability to identify the dietary requirements of customers, develop special menus and meal plans to meet those requirements, cost menus and to monitor and evaluate the success of menu performance.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare and serve food. This includes hotels, clubs, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, event and function caterers.

It applies to those people who operate independently or with limited guidance from others such as senior cooks, chefs, catering supervisors and managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the dietary and cultural menu requirements of customers.	1.1 Identify the ***dietary*** and ***cultural menu requirements*** of different ***customer groups***. 1.2 Assess ***contemporary dietary trends and regimes***. 1.3 Liaise with ***other professionals*** to identify and confirm customer requirements. 1.4 Confirm health consequences of ignoring special dietary requirements of customers.
2. Develop menus and meal plans for special diets.	2.1 Select a variety of suitable foods and meals for specific requirements. 2.2 Identify appropriate combinations of food to meet macro and micro nutrient requirements. 2.3 Develop ***menus and meal plans*** that promote good health and reduce the incidence of diet related health problems. 2.4 Prepare cyclic menus and balance nutritional requirements and variety. 2.5 Incorporate sufficient choice of dishes into the menus. 2.6 Recommend food preparation and cooking methods to maximise nutritional value of food.
3. Cost and document special menus and meal plans.	3.1 Accurately calculate all ***expenditure items*** to determine production costs of menu items. 3.2 Calculate portion yields and costs from raw ingredients. 3.3 Assess cost-effectiveness of proposed dishes against budgetary constraints and choose products that provide high yield. 3.4 Use correct terminology in menus and meal plans.
4. Monitor special	4.1 Seek ongoing ***feedback*** from customers and others and use to

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menu performance.	improve menu performance. 4.2 Analyse the success of special menus against dietary goals and customer satisfaction. 4.3 Adjust menus based on feedback and success.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with health and other professionals to determine the special diet requirements of customer groups
- critical thinking skills to:
  - evaluate diet related health problems and design menus which provide variety
  - analyse the success of special menus
- initiative and enterprise skills to choose products that provide high yield
- learning skills to continually seek information on emerging dietary trends
- literacy skills to:
  - read and interpret complex details of health related problems and cultural meal requirements
  - research emerging dietary trends
  - write comprehensive menus, meal plans and recommendations for cooking methods
- numeracy skills to:
  - determine portion sizes and portion yield from ingredients
  - calculate the cost of producing dishes for menus and meal plans
- planning and organising skills to access and sort all information required for menu design and to coordinate a timely and efficient development process
- problem-solving skills to identify budgetary constraints and adjust menus to include the most cost effective options
- self-management skills to take responsibility for the design of menus and meal plans
- teamwork skills to invite and consider the input of health and other professionals in the menu planning process
- technology skills to use computers and software programs to cost and document menus and meal plans.

Required knowledge

- culinary terms and trade names for:
  - substitute ingredients used to produce dishes with special dietary recipes
  - ingredients suitable for meeting basic nutritional needs
  - ingredients that cause common allergic reactions
  - food additives and preservatives

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- main types and culinary characteristics of special diets that are part of contemporary Australian society:
  - diabetic
  - gluten free
  - low cholesterol
  - low fat
  - low gluten
  - sugar free
  - vegan
- meaning of:
  - drug–food interactions
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- main types and culinary characteristics of cultural diets that are part of contemporary Australian society:
  - halal
  - Hindu
  - kosher
  - vegetarian
- basic principles and practices of nutrition, including:
  - nutrients and their food sources
  - influences on food choice
  - food and beverage selection influences
  - food labelling and interpretation
  - role and implications of using food additives and preservatives
  - health implications of food choices
  - role of good nutrition in avoiding dietary diseases
  - effects of various cooking methods and food storage on nutrients
- primary components of Dietary Guidelines for Australians, including those for older Australians, children and adolescents and their use in menu planning
- methods and formulas for calculating portion yields and costs from raw ingredients including:
  - butcher’s test
  - standard measures
  - standard yield tests.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- develop and cost multiple menus and meal plans to meet a diversity of special dietary requirements
- monitor and evaluate menus over a menu life cycle
- demonstrate knowledge of:
  - key health and legal consequences of failing to address special requirements
  - main types and culinary characteristics of special and cultural diets that are part of contemporary Australian society
  - basic principles and practices of nutrition
  - develop menus and meal plans within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a hospitality industry business operation or activity for which special menus and meal plans are prepared and and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- computers, printers and software for costing and developing menus and meal plans
- Dietary Guidelines for Australians, including those for older adults, children and adolescents.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of menus and meal plans prepared by the individual to meet the specific dietary requirements of a customer group with a designated health problem
- use of case studies and problem-solving exercises so the individual can suggest appropriate menus and meal plans for different cultural groups
- evaluation of reports, prepared by the individual:

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- detailing the processes undertaken to prepare menus and meal plans
- explaining how menus and meal plans were tailored to suit the characteristics and needs of a particular cultural group
- evaluating the success of menus against dietary goals

- written or oral questioning to assess knowledge of:
  - meaning food allergies and intolerance and common allergic and food intolerance reactions
  - health and legal consequences of non-compliance with special requests
  - characteristics of special and cultural diets
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITHKOP403 Coordinate cooking operations
- SITXFIN402 Manage finances within a budget.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Dietary requirements may include:

- diabetic
- exclusions for:
  - allergies
  - contraindications with medicines
  - food intolerance
- fluids
- food preferences
- food restrictions
- gluten-free
- high carbohydrate
- high or low-energy

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- high or low-protein
- high-fibre
- lacto-ovo
- low-cholesterol
- low-fat
- low gluten
- modified sodium or potassium
- modified texture
- nutritional requirements
- portion size
- vegan
- vegetarian.

Cultural menu requirements may include:

- cultural or religious dietary preferences or sanctions
- halal
- Hindu
- kosher
- vegetarian.

Customer groups may include:

- adolescents
- athletes
- children
- defence forces
- elderly
- health care
- ill
- infants
- injured
- international tourists
- obese or overweight
- people from different socio economic groups
- people from specific cultural or religious groups
- those with:
  - weight problems
  - particular nutritional interests
  - varying nutritional and energy requirements due to physical condition.

Contemporary dietary trends and regimes may include:

- elimination
- liver cleansing
- low-carbohydrate
- low-fat
- low-kilojoule
- macrobiotic

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- vegetarian.

Other professionals may include:

- allied health professionals
- dieticians
- medical specialists
- nutritionists.

Menus and meal plans may be:

- cyclic menus
- daily meal plans
- daily menus
- seasonal menus
- weekly meal plans
- weekly menus.

Expenditure items may include:

- ingredients
- labour
- operational costs of the kitchen
- wastage.

Feedback may involve:

- customer surveys
- improvements suggested by:
  - customers
  - managers
  - peers
  - staff
  - supervisors
  - suppliers
- regular staff meetings that involve menu discussions
- satisfaction discussions with:
  - allied health professionals
  - customers
  - dieticians
  - medical specialists
- seeking staff suggestions for menu items.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP403 Coordinate cooking operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Unit covers important function for catering managers and sous chefs and includes content previously covered in SITHCCC017A Organise bulk cooking operations, SITHCCC026A Establish and maintain quality control of food and SITHPAT012A Plan patisserie operations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the production of food within commercial kitchens. It requires the ability to plan the production of food, organise required food supplies for the food production period, supervise food production processes and monitor the quality of kitchen outputs.

Application of the Unit

Food production can be for any type of cuisine and food service style. It covers Asian cookery, patisserie products and bulk cooked foods.

This unit applies to hospitality and catering organisations including hotels, restaurants, clubs, educational institutions, health establishments, defence forces, cafeterias, residential caterers, in-flight and other transport caterers, event and function caterers.

It applies to those people who operate independently or with limited guidance from others including senior chefs and catering managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan food production requirements.	1.1 Determine ***food production requirements***. 1.2 Choose ***food production processes*** to ensure nutritional value, quality and structure of foods. 1.3 Select the appropriate in-house food production system to meet food production requirements. 1.4 Select and collate standard recipes for use of food production personnel. 1.5 Prepare a work flow schedule and mise en place plan for ***food production*** according to menu and food volume requirements. 1.6 Develop food preparation lists for use of ***food production personnel***.
2. Organise availability of supplies for food production period.	2.1 Calculate required food supplies for the ***food production period***. 2.2 Check stores for availability and quantity of required stocks. 2.3 ***Order or purchase*** additional stock.
3. Coordinate kitchen operations.	3.1 Supervise food production processes to ensure food safety. 3.2 Oversee and adjust kitchen work flow to maximise teamwork and efficiency. 3.3 Control the production sequence of food items to enable smooth work flow and minimise delays.
4. Monitor the quality of kitchen outputs.	4.1 Monitor kitchen work processes at all stages of preparation and cooking to ensure the quality of food items. 4.2 ***Check*** that items match recipes and menu descriptions. 4.3 Ensure that food items are of ***consistent quality*** and meet

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organisational standards.

4.4 Conduct final check on food items before they are served, stored or despatched from the kitchen.

4.5 Instruct kitchen staff to adjust food items to meet quality requirements and organisational standards.

4.6 Supervise the safe storage of food.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide clear written and verbal instructions to food production personnel
- critical thinking skills to analyse food production requirements and develop comprehensive operational plans to meet those needs
- literacy skills to:
  - read and interpret recipes, menus and stock control documents
  - write comprehensive yet easily accessible work flow schedules, mise en place plans and food preparation lists
- numeracy skills to:
  - calculate required food supplies for the volume of food production
  - determine timings for the production sequence of various food items
- planning and organising skills to efficiently sequence the stages of food preparation and production for a whole of kitchen operation
- problem-solving skills to:
  - identify breakdowns in kitchen work flow and adjust to maximise efficiency
  - recognise deficiencies in the quality of food and make adjustments to ensure a quality product
- self-management skills to take responsibility for kitchen management and quality outputs
- teamwork skills to coordinate a team of food production personnel and delegate work within a team
- technology skills to operate a food production system for commercial kitchens.

Required knowledge

- for various types of hospitality and catering organisations and the organisation in particular:
  - comprehensive details of all food production processes for:
    - receiving
    - mise en place
    - preparing or cooking

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    - post-cooking storage
    - reconstitution
    - re-thermalisation
    - serving
  - critical control points in food production where food hazards must be controlled
  - menus and recipes for different food items
  - indicators of quality food products:
    - appearance and eye appeal
    - colour
    - consistency
    - moisture content
    - mouth feel and eating properties
    - plate presentation
    - portion size
    - shape
    - taste
    - texture
    - use of designated, decorations, garnishes and sauces
- types of food production systems and their characteristics for different production methods:
  - bulk cooking
  - cook–chill
  - cook–freeze
  - fresh cook
- a range of formats for and inclusions of:
  - kitchen workflow schedules
  - mise en place plans
  - food preparation lists.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this	Evidence of the ability to: • supervise food production processes and monitor the quality of kitchen outputs for multiple food production

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unit	periods
	• coordinate cooking operations for a diversity of food production processes which must include two of the following categories:
	  • bulking cooking
	  • cook-chill for extended life
	  • cook-chill for five day shelf life
	  • cook-freeze
	  • fresh cook
	• integrate knowledge of:
	  • details of food production processes
	  • menus and recipes for different food items
	  • indicators of quality food products
	  • types of food production systems and uses
	• coordinate cooking operations within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• industry-realistic ratios of kitchen staff to customers
	• industry-realistic ratios of food production staff to the individual who is coordinating them throughout food production periods
	• standard recipes, menus, mis en place plans, work flow schedules and food preparation lists
	• a variety of commercial ingredients for food production.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual coordinating cooking operations during a number of service periods
- exercises that allow the individual to develop documents tailored for different food production requirements:
  - kitchen workflow schedules
  - mise en place plans
  - food preparation lists
- exercises that allow the individual to calculate and order required food supplies for different food production requirements:
  - à la carte
  - buffet
  - bulk cooking operations
  - set menu
- problem-solving exercises that allow the individual to respond to breakdowns in kitchen workflow and deficiencies in the quality of food
- written or oral questioning to assess knowledge of:
  - food production processes
  - menus and recipes for different food items
  - indicators of quality food products
  - types of food production systems and uses
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXFSA401 Develop and implement a food safety program
- SITXINV301 Purchase goods
- SITXINV401 Control stock.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- customer requirements
- deadlines
- meal quantities required
- menu items
- organisational standards
- portion control
- special customer requests
- special dietary requirements
- standard recipes
- timeframe
- type of food to be prepared.

Food production processes may involve:

- bulking cooking
- cook-chill for extended life
- cook-chill for five day shelf life
- cook-freeze
- fresh cook.

Food production may be for:

- any type of cuisine and food service style:
  - à la carte
  - buffet
  - set menu
  - table d’hôte
- Asian cookery
- bulk cooking operations
- events
- festivals
- functions
- patisserie products.

Food production personnel may include:

- catering assistants
- chefs de partie
- commis chefs
- cooks
- pastry chefs.

Food production period may be:

- cooking for a single service period
- cooking for multiple service periods:
  - daily
  - weekly
  - monthly.

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Order or purchase of stock may involve:	• ordering direct from suppliers • ordering through central stock ordering system • personally purchasing food supplies through an inspection and quality selection process • transferring stocks from central storage to food production storage area.
Check may involve:	• customer feedback • feedback from kitchen staff • formal audits against organisational standards • taste tests • visual inspection of presentation.

Consistent quality may involve:	• appearance and eye appeal
	• colour
	• consistency
	• moisture content
	• mouth feel and eating properties
	• plate presentation
	• portion size
	• shape
	• taste
	• texture
	• use of designated:
	  • decorations
	  • garnishes
	  • sauces.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP404 Plan catering for events or functions

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC038B Plan catering for an event or function. New title (plural events and functions) for consistency across the Training Package. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan the catering for events or functions. It requires the ability to identify the purpose and scope of the event, to prepare catering proposals to meet customer requirements and finalise operational plans for the delivery of catering. It does not include food preparation which is covered by commercial cookery units.

Application of the Unit

This unit applies to catering for any type of event within the cultural, community, hospitality, sporting, tourism and event industries.

It applies to catering and event personnel who operate independently or with limited guidance from others. This unit is relevant to a caterer or other cookery specialist involved in event catering, but also to non-catering specialists including event, function and banquet coordinators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify purpose and scope of the event.	1.1 Discuss and clarify purpose of the ***event or function*** with ***stakeholders***. 1.2 Accurately identify specific customer needs and preferences, and determine ***catering requirements***.
2. Prepare catering proposal for event or function.	2.1 Collect and collate ***operational information*** for the event and venue. 2.2 Analyse operational factors influencing catering and consult with stakeholders to determine overall approach. 2.3 Contribute ideas to the event concept, theme and format and incorporate ***creative elements*** into the catering proposal. 2.4 Verify the operational and service practicality of the catering proposal through consultation and analysis. 2.5 Present the proposal including accurate information on the range and style of catering products and services. 2.6 Obtain approval to proceed with catering.
3. Prepare and implement operational plan for the catering of an event or function.	3.1 Prepare an ***operational plan*** for the provision of catering and ***ancillary products and services***, identifying steps, activities and sequence. 3.2 Incorporate ***risk management issues*** into the plan. 3.3 Review, verify and finalise details with the client. 3.4 Provide accurate information on operational plans to relevant personnel to ensure effective implementation. 3.5 Implement and monitor the catering plan for the event, making adjustments as required. 3.6 Obtain feedback from customer and operational staff after

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the event to inform future catering activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed questioning to consult and liaise on catering requirements with customers and other stakeholders
- critical thinking skills to analyse operational factors influencing catering
- initiative and enterprise skills to:
  - develop creative ideas and explore a range of proposed product concepts
  - contribute creative ideas to improve the event theme and format
- literacy skills to:
  - read and interpret written feedback and unfamiliar and detailed venue information
  - write comprehensive catering proposals and complex operational plans
- numeracy skills to:
  - calculate the number of catering products and services required for the event or function
  - calculate timings for the preparations and service of food
- planning and organising skills to access and sort all information required for catering proposals and plans and to write and submit them within designated deadlines
- problem-solving skills to:
  - identify times when assistance is required from colleagues and external specialists
  - identify deficiencies in proposals and plans and make adjustments
  - respond to operational difficulties when implementing the plan and make necessary adjustments
- self-management skills to take responsibility for development of catering proposals and plans
- teamwork skills to invite and coordinate the input of others in the organisation
- technology skills to use computers, word processing, presentation and spread sheet software packages.

Required knowledge

- major characteristics of different types of events and functions:
  - purpose and format
  - roles and responsibilities of different family members, officials and venue personnel
  - event running order
  - entertainment and speeches
  - service order and timing for food and beverage items to complement event or function activities

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    - service expectations
- catering and service styles for different types of events and varying numbers
- operational factors influencing catering for different venues and climatic conditions
- space and equipment requirements for different styles of catering and varying numbers
- roles and responsibilities for different types of catering:
    - food production staff
    - service staff
- a range of formats for and inclusions of:
    - catering proposals
    - operational plans used to manage the delivery of catering for an event or function
- risk management issues for the delivery of catering products and services at an event or function.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare multiple catering proposals in response to diverse customer requirements for different event or function types
	• prepare multiple practical operational plans for different event and function venues
	• implement multiple plans through the delivery of catering for different events and functions
	• demonstrate knowledge of:
	  • major characteristics of different types of events and functions
	  • catering and service styles for different types of events
	  • roles and responsibilities of kitchen and service staff
	• complete proposals and plans and coordinate the delivery of catering for events and functions within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • a hospitality or catering business operation or activity

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for which catering proposals and plans are prepared and implemented
- event and function venues where catering is provided and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training food and beverage outlet servicing customers
- computers, printers and software programs currently used by the hospitality and catering industry to prepare proposals and plans
- customers with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of documents prepared by the individual:
  - catering proposals for different types of events
  - operational plans for delivery of catering at different venues
- evaluation of reports prepared by the individual detailing the planning processes undertaken for an event and highlighting particular challenges and issues
- projects that allow assessment of the individual's ability to plan and deliver catering for events, functions or meetings within designated deadlines
- written or oral questioning to assess knowledge of:
  - different types of event, function and catering service styles
  - role and responsibilities of kitchen and service staff
  - a range of formats for and inclusions of catering proposals and plans
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITXCCS303 Provide service to customers
- SITXFSA202 Transport and store food.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Event or function may include:

- balls
- banquets
- conferences
- corporate events
- defence operations
- exhibitions
- industry and other awards presentations
- meetings or seminars
- parties:
  - birthdays
  - engagements
- product launches
- religious celebrations:
  - communions
  - barmitzvahs
- social celebrations
- sporting events
- themed events
- trade shows
- training events
- wakes
- weddings.

Stakeholders may include:

- customers
- colleagues
- event organising committees
- facilitators
- local authorities
- local community
- suppliers and contractors.

Catering requirements may include:

- ancillary products and services
- beverage
- food:

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- classic
- cultural food requirements
- modern
- special dietary needs

- menu type:
  - à la carte
  - buffet
  - set menu
  - table d'hôte
- link between food service and other aspects of the event, such as speeches
- style of service
- timing of service.

Operational information may include:

- budget
- capacity of facilities to produce catering
- concept, style and theme
- consideration of negative environmental impacts and minimal impact practices for the venue
- date and time
- duration
- guest numbers
- guest profile
- location of:
  - food production kitchen
  - service venue
  - nature and parameters of the venue:
  - type (internal or external)
  - dimensions of delivery access and storage areas
  - access to cooking facilities
- off and on-site staff requirements
- resources that will be utilised:
  - physical
  - human
  - food and beverage supplies
- suppliers, supply and cost specifications
- special, new or hired equipment required to provide catering
- transportation requirements.

Creative elements may include:

- decorations that complement themed events and functions
- food with interesting links to other event aspects
- innovative options to address particular operational limitations

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- innovative presentation of food and beverage
- unusual combinations of food items or service ideas.

Operational plan may include:

- onflicting activities in venue food preparation and storage areas
- costing of components and total catering
- food production timelines and staffing responsibilities:
  - production kitchen
  - venue or service kitchen
- purchasing of food, beverage, materials and equipment
- recycling and correct and environmentally sound disposal practices for kitchen waste and hazardous substances
- risk management issues
- security arrangements
- service staff roles and responsibilities
- service timelines for food and beverage
- of on-site resources, e.g. venue, commodities, equipment, machinery
- staffing and contracting
- storage of food and beverage
- transport requirements and timelines
- venue event management
- venue or service area resources:
  - cooking and rethermalisation equipment
  - size and availability
  - storage facilities.

Ancillary product and services may include:

- buffet showpieces
- floral displays and decorations
- items and merchandise including:
  - chocolates, fruit, nuts, alcohol
  - hampers
  - gift items of any type
  - novelties such as balloons and toys
- on-site management of event
- room decorations
- staffing
- table decorations
- theme and décor.

Risk management issues may relate to:

- availability and reliability of equipment
- beverage dispensing system safety
- cooking and service times
- customer preferences and inherent risks

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- food safety issues
- impacts of bad weather conditions on catering delivery
- potential non-delivery of supplies from unknown supplier
- power sources and back-up options
- problems with maintaining food quality and safety during storage, preparation and display at the event
- product price fluctuations
- requirement for public liability and other insurances
- seasonal fluctuations in food prices
- seasonal non-availability of food and beverage ingredients
- size and availability of on-site food preparation and storage areas
- venue access and impacts on food preparation to meet deadlines.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP501 Design and cost menus

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHCCC040A Design menus to meet market needs. Created by merging three units to avoid duplication SITHASC013A Plan menus for Asian cuisines, SITHCCC016A Develop cost-effective menus and SITHCCC040A Design menus to meet market needs. This unit covers all menu development processes. Significant change to all facets of the unit. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design profitable menus for all types of cuisines and food service styles. It requires the ability to identify target markets for the organisation, design menus to meet market preferences, price menu items and to monitor and evaluate the success of menu performance.

Application of the Unit

This unit applies to hospitality and catering organisations and to those people who operate independently and are responsible for making a range of operational and strategic decisions. This includes senior catering managers, sous and executive chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate market trends and identify target markets.	1.1 Identify current customer markets based on past and current sales performance. 1.2 Analyse current customer profile and food service preferences. 1.3 Source information on current and emerging ***food service trends*** and customer preferences. 1.4 Evaluate market trends for relevance to organisational service style and cuisine. 1.5 Identify ***target markets*** based on the nature and style of the operation.
2. Develop menus.	2.1 Evaluate the food service preferences of target markets and create menus to meet market needs and preferences. 2.2 Develop ***menus*** to provide a ***balanced variety of dishes*** for the style of cuisine. 2.3 Generate a range of different, innovative and creative approaches and concepts to menu design. 2.4 Plan and design menus and the sequence of menu items, according to cuisine requirements and conventions. 2.5 Analyse ***operational constraints*** when designing menus.
3. Cost menus for profitability.	3.1 Itemise all proposed components of the included dishes. 3.2 Calculate portion yields and costs from raw ingredients. 3.3 Accurately calculate all ***expenditure items*** to determine nett production costs of menu items. 3.4 Determine required profit margin and calculate selling price. 3.5 Assess cost-effectiveness and profitability of proposed dishes and choose menu items that provide high yield. 3.6 Make reasonable cost adjustments to ensure price-competitive menus. 3.7 Price menu items to ensure maximum profitability.

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4. Write menu content.	4.1 Write menus using terminology appropriate for the market and organisational service style. 4.2 Follow required menu item naming conventions for the style of cuisine. 4.3 Present the sequence of service on printed menus. 4.4 Use innovative descriptions that promote the sale of menu items.
5. Monitor menu performance.	5.1 Monitor demand patterns for menu items. 5.2 Seek ongoing ***feedback*** from staff and customers and use to improve menu performance. 5.3 Analyse sales and profit performance of menu items. 5.4 Adjust menus based on feedback and profitability.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate the food service preferences of target markets and create menus to meet market needs and preferences
- initiative and enterprise skills to initiate the development of new menus to meet changing customer demands
- learning skills to continually source information on emerging food service trends and synthesise this information for menu updates
- literacy skills to:
  - read and interpret complex documents about food service trends, market statistics, customer profiles and market preferences
  - research complex information on customer profiles and preferences, current and emerging food service trends
  - write comprehensive and creatively expressed menus and product descriptions to promote sales
- numeracy skills to:
  - determine portion sizes and portion yield from ingredients
  - calculate the cost of producing dishes for menus
  - calculate mark-ups and selling price for profitability
- planning and organising skills to access and sort all information required for menu planning and to coordinate a timely and efficient menu development process
- problem-solving skills to consider all operational constraints and develop menus which can be realistically delivered by the organisation
- self-management skills to take responsibility for the ongoing development of menus
- technology skills to use computers and software programs to cost and document menus.

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Required knowledge

- market research techniques for sourcing information on food service trends and market preferences
- sources of information on:
  - food service trends
  - market statistics
  - customer profiles and preferences
- current and emerging food service trends
- products and service styles that meet certain market requirements, including quality expectations
- current customer profile serviced
- competitors' current and proposed products and services
- financial operating costs for hospitality and catering organisations
- methods and formulas for calculating portion yields and costs from raw ingredients including:
  - butcher's test
  - standard measures
  - standard yield tests
- hospitality and catering industry desired profit margins, mark-up procedures and rates
- different types and styles of menus for different types of food outlets
- influence of seasonal products and commodities on menu content
- naming conventions and culinary terms for a variety of cuisines
- formats for and inclusions of menus presented to customers
- methods of assessing the popularity of menu items including the use of:
  - customer surveys
  - popularity index
  - sales data
- methods of analysing sales mix and profit performance of menu items including menu engineering analysis.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this	Evidence of the ability to: • source and evaluate information on current and

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unit	emerging food service trends and customer preferences
	• develop and cost multiple menus to meet a diversity of target markets
	• monitor and evaluate menu performance over a menu life cycle
	• demonstrate knowledge of:
	  • current and emerging food service trends
	  • operating costs for hospitality and catering organisations
	  • methods and formulas for calculating portion yields and costs from raw ingredients
	  • desired profit margins, mark-up procedures and rates
	  • different types and styles of menus
	• develop menus within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• hospitality industry business operation or activity for which menus are designed and costed and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• financial data and budgets for the operation of hospitality industry businesses
	• menus for a variety of cuisines and service styles.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects and activities that allow assessment of the individual's ability to:
	  • research the preferences of particular markets
	  • create menus to meet target market preferences
	  • calculate net costs and selling prices of different menu items
	  • write creative menu content
	• evaluation of reports, prepared by the individual evaluating the success of menus
	• activities that allow assessment of the individual's ability to write creative content for menus of diverse cuisine and service styles
	• use of problem-solving exercises to allow the

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individual to respond to operational constraints and develop menu solutions
- written or oral questioning to assess knowledge of:
  - current and emerging food service trends
  - operating costs for hospitality and catering organisations
  - methods and formulas for calculating portion yields and costs from raw ingredients
  - desired profit margins, mark-up procedures and rates
  - different types and styles of menus
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBMKG401B Profile the market
- SITHKOP401 Plan and display buffets
- SITXFIN401 Interpret financial information
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food service trends may relate to:

- contemporary eating habits
- cultural and ethnic influences
- major events and festivals
- media influence
- seasonal and popular influences.

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Target markets may include:	• athletes • defence forces • health care customers • infants, children and adolescents • international tourists • older people • people from different socio-economic groups • people from specific cultural or religious groups • students • those with particular nutritional interests • young people.

Menus may be:	• à la carte
	• buffet
	• classical
	• cyclical
	• degustation
	• ethnic
	• for a:
	  • event
	  • festival
	  • function
	• for any cuisine
	• modern
	• set
	• table d’hôte
	• seasonal.

Balanced variety of dishes may relate to different:	• colours • cooking methods • delicacies • flavours • nutritional values • presentation • seasonally available ingredients • tastes • textures.
Operational constraints may involve:	• kitchen equipment • seasonal availability of ingredients • skill level of kitchen staff • suitability of dishes for the season.
Expenditure items may include:	• ingredients • labour

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Feedback may involve:

- operational costs of the business
- wastage.
- customer satisfaction discussions with:
  - customers
  - employees during the course of each business day
- customer surveys
- improvements suggested by:
  - customers
  - suppliers
  - peers
  - staff
  - supervisors
  - managers
- regular staff meetings that involve menu discussions
- seeking staff suggestions for menu items.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITHKOP502 Select catering systems

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC036B Select catering systems. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new category – Kitchen Operations to better reflect the content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate and select an integrated production, distribution and service catering system to meet the food production needs of a catering organisation. It requires the ability to determine catering system requirements for the organisation, evaluate operational aspects of different catering systems and select a catering system which suits the characteristics and needs of the organisation.

Application of the Unit

This unit applies to all hospitality and catering organisations which prepare and serve food. This includes restaurants, hotels, clubs, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, event and function caterers.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions including executive chefs and catering managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine catering system requirements.	1.1 Consult with key personnel and identify ***catering system*** requirements for the organisation. 1.2 Identify ***operational constraints*** that affect the type of system used. 1.3 Determine organisational system requirements based on analysis of ***relevant factors***.
2. Evaluate catering systems.	2.1 Evaluate the food production characteristics of different systems. 2.2 Evaluate system processes and equipment for ***all stages of the food production process***. 2.3 Analyse staffing requirements for specific systems and identify current and future staffing needs. 2.4 Identify the installation requirements for systems and their operational impacts. 2.5 Identify and assess potential wastage issues for effects on profitability. 2.6 Assess food hazard analysis and control points for different systems.
3. Select catering system.	3.1 Analyse costs and benefits of different systems. 3.2 Complete overall assessment of production and organisational changes required to introduce particular systems. 3.3 Select a catering system which suits the characteristics and needs of the organisation.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult on system requirements with key personnel
- critical thinking skills to analyse and evaluate all aspects of the organisation's catering operation and select a catering system which best suits its characteristics and needs
- initiative and enterprise skills to select a system with the best cost benefits
- literacy skills to:
  - read and interpret detailed product specifications for different catering systems
  - research product options for and suppliers of catering systems
- numeracy skills to:
  - calculate wastage issues and impacts on profitability
  - review complex financial information, calculate costs of production and costs for installing a new system
- planning and organising skills to access and sort all information required to evaluate different catering systems and to coordinate a timely and efficient selection process
- problem-solving skills to identify organisational operational constraints and select a system which complements operations
- self-management skills to take responsibility for the selection of catering systems
- teamwork skills to invite and coordinate the input of others in the organisation.

Required knowledge

- methods of cookery for all major food types, including preserved and packaged foods
- for various types of hospitality and catering organisations and the organisation in particular:
  - comprehensive details of all food production processes for:
    - receiving
    - mise en place
    - preparing or cooking
    - post-cooking storage
    - reconstitution
    - re-thermalisation
    - serving
  - operational constraints that affect the type of system used including:
    - available facilities and equipment
    - financial resources
    - human resources
- types of catering systems and their food production characteristics for different production methods:
  - commercially packaged foods (tinned or dried)

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  - cook–chill for 5 day life
  - cook–chill for extended life
  - cook–freeze
  - fresh cook
- operating features of different catering systems including:
  - installation requirements
  - staffing requirements
  - wastage rates and issues
  - critical control points in food preparation system where food hazards can be controlled.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• determine catering system requirements for the organisation and evaluate different catering systems
	• identify and assess organisational operational constraints when selecting an appropriate system
	• integrate knowledge of:
	  • food production processes
	  • types of catering systems and their food production characteristics for different production methods
	  • operating features of different catering systems.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a hospitality or catering industry business operation for which a tailored catering system is selected and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training kitchen servicing customers
	• operational information about food production processes for commercial caterers
	• product specifications for a range of integrated catering systems.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- project to allow the individual to:
  - research different catering systems
  - evaluate and select an integrated catering system to meet the food production needs of a specific catering organisation
  - consider all operational constraints
  - report on the rationale for selecting a particular catering system
- case studies to assess the individual's ability to select catering systems for organisations using different food production methods such as fresh cook and cook-freeze
- problem-solving exercises to allow the individual to consider and report on a range of operational food production constraints that affect the selection of a particular catering system
- written or oral questioning to assess knowledge of:
- food production processes
  - types of catering systems and their food production characteristics for different production methods
  - operating features of different catering systems
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBPMG510A Manage projects
- BSBRES401A Analyse and present research information
- SITHKOP403 Coordinate cooking operations
- SITXFIN601 Manage physical assets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Catering systems include:	• cook–chill for 5 day life • cook–chill for extended life • cook–freeze • fresh cook.
Operational constraints for the system include:	• facilities and equipment • financial resources • human resources (current skills and training needs).
Relevant factors may include:	• holding requirements • location of service points • production volume • type of menu and nutritional requirements.
All stages of the food production process include:	• mise en place • post-cooking storage • preparing or cooking • receiving • reconstitution • re-thermalisation • serving • storing.

Unit Sector(s)

Hospitality

Competency Field

Kitchen Operations

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SITXLAN21__ Conduct basic oral communication in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN1__A Conduct basic workplace oral communication in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)

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SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)
SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)

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SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions
  - use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is required • other people with whom the individual can interact in the relevant language • resources that support communication in languages

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other than English:

- dictionaries and phrase books
- language mats
- signs
- industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:

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- in-house facilities
- local attractions and places of interest
- pick-up and drop-off point for tours
- shopping centres
- tour desk
- transport terminals, and taxi and other transport services

- conducting simple product and service transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

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Resources may include:	• dictionaries • international signage, such as ‘No Smoking’ signs • language mats • menus written in the specific language • pamphlets written in the specific language • phrase books • signs written in the specific language • websites with translating facilities.
Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2101 Conduct basic oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2102 Conduct basic oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2103 Conduct basic oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2104 Conduct basic oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:

- advising check-in and check-out procedures and times
- advising opening and closing times
- payment for a tourism service, e.g. day tour, accommodation and ticket
- payment of a restaurant bill
- purchase of souvenir products
- references to timetable, signage and basic rules
- selection of food and beverages from a menu

- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2105 Conduct basic oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2106 Conduct basic oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2107 Conduct basic oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2108 Conduct basic oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2109 Conduct basic oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2110 Conduct basic oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2111 Conduct basic oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2112 Conduct basic oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2113 Conduct basic oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2114 Conduct basic oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2115 Conduct basic oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2116 Conduct basic oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2117 Conduct basic oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2118 Conduct basic oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2119 Conduct basic oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2120 Conduct basic oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2121 Conduct basic oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2122 Conduct basic oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2123 Conduct basic oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2124 Conduct basic oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2125 Conduct basic oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2126 Conduct basic oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2127 Conduct basic oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2128 Conduct basic oral communication in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:

- answering very simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2129 Conduct basic oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2111 Conduct basic oral communication in a language other than English (Italian).

SITXLAN2101	(Arabic)
SITXLAN2102	(Indonesian)
SITXLAN2103	(Cantonese)
SITXLAN2104	(Dutch)
SITXLAN2105	(Finnish)
SITXLAN2106	(French)
SITXLAN2107	(German)
SITXLAN2108	(Greek)

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SITXLAN2109	(Hindi)
SITXLAN2110	(Hungarian)
SITXLAN2111	(Italian)
SITXLAN2112	(Japanese)
SITXLAN2113	(Korean)
SITXLAN2114	(Malay)
SITXLAN2115	(Mandarin)
SITXLAN2116	(Polish)
SITXLAN2117	(Portuguese)
SITXLAN2118	(Russian)
SITXLAN2119	(Serbian)
SITXLAN2120	(Spanish)
SITXLAN2121	(Swedish)
SITXLAN2122	(Swiss German)
SITXLAN2123	(Taiwanese)
SITXLAN2124	(Thai)
SITXLAN2125	(Turkish)
SITXLAN2126	(Croatian)
SITXLAN2127	(Bosnian)
SITXLAN2128	(Australian Indigenous languages)
SITXLAN2129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Initiate communication.	1.1 Identify language needed to conduct ***basic communication***. 1.2 Recognise and observe social and cultural conventions of the language speaker.
2. Communicate in a language other than English to support routine workplace activities.	2.1 Use appropriate simple and commonly used ***courtesy expressions***, including those for greeting, farewelling, apologising and thanking. 2.2 Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language. 2.3 Understand and use routinely required key words, short phrases and gestures. 2.4 Identify and use appropriate ***resources*** and seek assistance from those with suitable language skills. 2.5 Use ***visual techniques*** to enhance or replace oral communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - support courteous and positive interactions

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- use and understand key words, phrases, short expressions and numbers.

Required knowledge

- cultural values and social norms relevant to the language being assessed, including:
  - body language
  - forms of address
  - taboo topics
- awareness of potential cross-cultural communication issues sufficient to avoid giving offence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct basic workplace communication in a language other than English:
	  • listen to requests and comments
	  • provide general assistance
	  • provide very simple directions
	• gesture in a socially and culturally appropriate manner.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • signs
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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	are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of visual aids prepared by the individual to assist verbal communication • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITHFAB202 Operate a bar • SITHFAB307 Provide table service of food and beverage • SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic communication may include:	• answering very simple queries about products and services:
	  • in-house facilities
	  • local attractions and places of interest
	  • pick-up and drop-off point for tours
	  • shopping centres
	  • tour desk
	  • transport terminals, and taxi and other transport services
	• conducting simple product and service

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transactions, such as:
  - advising check-in and check-out procedures and times
  - advising opening and closing times
  - payment for a tourism service, e.g. day tour, accommodation and ticket
  - payment of a restaurant bill
  - purchase of souvenir products
  - references to timetable, signage and basic rules
  - selection of food and beverages from a menu
- listening to requests and comments
- providing factual information, such as:
  - currency
  - location of specific facilities
  - opening hours
  - prices
  - procedures, e.g. check-in and tour pick-up
  - room and floor numbers
  - safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please.

Resources may include:

- dictionaries
- international signage, such as ‘No Smoking’ signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

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Visual techniques may include:	• drawing attention to pamphlets and timetables • locating specific costs and items on menus • marking of a map • signs, gesturing and appropriate body language.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN22__ Conduct routine oral communication in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN2__A Conduct routine workplace oral communication in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)

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SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)
SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)

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SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple	2.1 Provide clear, succinct and ***simple directions and instructions***

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directions and instructions.	using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and

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simple advice
- provide routine information and maintain communication in relation to routine transactions
- provide directions and instructions
- follow social and cultural conventions for the language being used.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and

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beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?

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- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters may include:

- celebrations
- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2201 Conduct routine oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2202 Conduct routine oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2203 Conduct routine oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
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SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2204 Conduct routine oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2205 Conduct routine oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2206 Conduct routine oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
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SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2207 Conduct routine oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2208 Conduct routine oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
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SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2209 Conduct routine oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
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SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2210 Conduct routine oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
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SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2211 Conduct routine oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2212 Conduct routine oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2213 Conduct routine oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
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SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2214 Conduct routine oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2215 Conduct routine oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2216 Conduct routine oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2217 Conduct routine oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2218 Conduct routine oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2219 Conduct routine oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2220 Conduct routine oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2221 Conduct routine oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2222 Conduct routine oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2223 Conduct routine oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
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SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:	• deaths or marriages • demonstrations • elections • public holidays and festivals • sporting or cultural events • strikes or accidents • weather conditions.
Workplace materials and visual information may include:	• hotel information signs and tags printed in the target language to assist where necessary • international signage, such as 'No Smoking' signs • menus written in the specific language • pamphlets written in the specific language • pamphlets, timetables, charts, price tags and menus • signs written in the specific language • signs, maps, diagrams, forms, labels and tickets.
Simple directions and instructions may relate to:	• advising check-in and check-out procedures • how facilities and services work: • room equipment • how to get to restrooms, car park, restaurant, bistro, bar, pool or gym • how to get to tour pick-up point • how to use telephone • where facilities are located, such as attractions and rides at a theme park, and general transport • where to go to catch a tour bus or taxi • where to go to purchase everyday goods, such as medication and sunscreen • where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2224 Conduct routine oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2225 Conduct routine oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2226 Conduct routine oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2227 Conduct routine oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:

- deaths or marriages
- demonstrations
- elections
- public holidays and festivals
- sporting or cultural events
- strikes or accidents
- weather conditions.

Workplace materials and visual information may include:

- hotel information signs and tags printed in the target language to assist where necessary
- international signage, such as ‘No Smoking’ signs
- menus written in the specific language
- pamphlets written in the specific language
- pamphlets, timetables, charts, price tags and menus
- signs written in the specific language
- signs, maps, diagrams, forms, labels and tickets.

Simple directions and instructions may relate to:

- advising check-in and check-out procedures
- how facilities and services work:
  - room equipment
- how to get to restrooms, car park, restaurant, bistro, bar, pool or gym
- how to get to tour pick-up point
- how to use telephone
- where facilities are located, such as attractions and rides at a theme park, and general transport
- where to go to catch a tour bus or taxi
- where to go to purchase everyday goods, such as medication and sunscreen
- where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2228 Conduct routine oral communication in a language other than English(Australian Indigenous languages

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:	• deaths or marriages • demonstrations • elections • public holidays and festivals • sporting or cultural events • strikes or accidents • weather conditions.
Workplace materials and visual information may include:	• hotel information signs and tags printed in the target language to assist where necessary • international signage, such as 'No Smoking' signs • menus written in the specific language • pamphlets written in the specific language • pamphlets, timetables, charts, price tags and menus • signs written in the specific language • signs, maps, diagrams, forms, labels and tickets.
Simple directions and instructions may relate to:	• advising check-in and check-out procedures • how facilities and services work: • room equipment • how to get to restrooms, car park, restaurant, bistro, bar, pool or gym • how to get to tour pick-up point • how to use telephone • where facilities are located, such as attractions and rides at a theme park, and general transport • where to go to catch a tour bus or taxi • where to go to purchase everyday goods, such as medication and sunscreen • where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN2229 Conduct routine oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN2206 Conduct routine oral communication in a language other than English (French).

SITXLAN2201	(Arabic)
SITXLAN2202	(Indonesian)
SITXLAN2203	(Cantonese)
SITXLAN2204	(Dutch)
SITXLAN2205	(Finnish)
SITXLAN2206	(French)
SITXLAN2207	(German)
SITXLAN2208	(Greek)
SITXLAN2209	(Hindi)

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SITXLAN2210	(Hungarian)
SITXLAN2211	(Italian)
SITXLAN2212	(Japanese)
SITXLAN2213	(Korean)
SITXLAN2214	(Malay)
SITXLAN2215	(Mandarin)
SITXLAN2216	(Polish)
SITXLAN2217	(Portuguese)
SITXLAN2218	(Russian)
SITXLAN2219	(Serbian)
SITXLAN2220	(Spanish)
SITXLAN2221	(Swedish)
SITXLAN2222	(Swiss German)
SITXLAN2223	(Taiwanese)
SITXLAN2224	(Thai)
SITXLAN2225	(Turkish)
SITXLAN2226	(Croatian)
SITXLAN2227	(Bosnian)
SITXLAN2228	(Australian Indigenous languages)
SITXLAN2229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct routine transactions in a language other than English.	1.1 Identify language needed to conduct ***routine communications*** and make introductions. 1.2 Understand and use appropriate ***courtesy expressions***. 1.3 Understand and use key words, phrases, gestures and sentences. 1.4 Provide simple advice on workplace events and ***topical and familiar matters***. 1.5 Provide simple explanations of problems and their causes, and offer apologies as required. 1.6 Use simple terms to seek clarification from others when required. 1.7 Support communication with reference to ***workplace materials and visual information***. 1.8 Identify need for and seek assistance from others with appropriate language skills.
2. Give simple directions and instructions.	2.1 Provide clear, succinct and ***simple directions and instructions*** using appropriate pace and correct sequence. 2.2 Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to:
  - interact in a positive and courteous way
  - participate in routine communications and provide simple directions and instructions in a language other than English, including:
    - use and understanding of key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

Required knowledge

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct routine workplace communication in a language other than English:
	  • understand requests and comments
	  • clarify information by asking simple factual questions
	  • respond to requests for factual information and simple advice
	  • provide routine information and maintain communication in relation to routine transactions
	  • provide directions and instructions
	  • follow social and cultural conventions for the language being used.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity for which communication in languages other than English is

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required

- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITHFAB202 Operate a bar
- SITHFAB307 Provide table service of food and beverage
- SITXCCS201 Provide visitor information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine communications may include:

- answering simple queries about products and services:
  - in-house facilities
  - local attractions and places of interest
  - pick-up and drop-off point for tours
  - shopping centres
  - tour desk
  - transport terminals, and taxi and other transport services
- conducting product and service transactions:
  - accepting a simple booking
  - dealing with others on the telephone
  - processing payment for a tourism service
  - processing payment and purchases:
    - restaurant bill
    - souvenir products
  - responding to basic requests for such things as toiletries, towels, razor, hairdryer, blanket, pillow, laundry list, ‘Do Not Disturb’ sign and breakfast menu
  - taking a message
  - taking an order
- providing factual information:
  - availability and cost of products and services
  - check-out times
  - menu or wine list explanations
  - location of facilities
  - opening and closing hours
  - procedures and rules.

Courtesy expressions may include:

- Did you have a good trip?
- Do you need another towel?
- Good Morning
- Goodbye
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don’t understand. Do you speak English?
- This way please
- Would you like a newspaper?

Topical and familiar matters

- celebrations

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may include:	• deaths or marriages • demonstrations • elections • public holidays and festivals • sporting or cultural events • strikes or accidents • weather conditions.
Workplace materials and visual information may include:	• hotel information signs and tags printed in the target language to assist where necessary • international signage, such as 'No Smoking' signs • menus written in the specific language • pamphlets written in the specific language • pamphlets, timetables, charts, price tags and menus • signs written in the specific language • signs, maps, diagrams, forms, labels and tickets.
Simple directions and instructions may relate to:	• advising check-in and check-out procedures • how facilities and services work: • room equipment • how to get to restrooms, car park, restaurant, bistro, bar, pool or gym • how to get to tour pick-up point • how to use telephone • where facilities are located, such as attractions and rides at a theme park, and general transport • where to go to catch a tour bus or taxi • where to go to purchase everyday goods, such as medication and sunscreen • where to go to purchase everyday services, such as post office and tour services.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN31__ Conduct oral communication in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN3__A Conduct workplace oral communication in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)

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SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)
SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)

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SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***.

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situations and problems.	3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct workplace oral communication in a language other than English:
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
  - provide detailed information and specialised assistance in area of work activity
  - conduct product and service transactions
  - use a range of effective non-verbal communication skills.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - language mats
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of workplace documents prepared by the individual to assist verbal communication
- written or oral questioning to assess knowledge of

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	language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints • emergency situations • cross-cultural misunderstandings • operational details: • delays

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	• equipment malfunction • lost luggage and stolen property • lost people • variations • safety issues.
Negotiations at a functional level may relate to arrangements for:	• accommodation • conferences and functions • entertainment • shopping • tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3101 Conduct oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3102 Conduct oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3103 Conduct oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3104 Conduct oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3105 Conduct oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3106 Conduct oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3107 Conduct oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3108 Conduct oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3109 Conduct oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3110 Conduct oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3111 Conduct oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3112 Conduct oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3113 Conduct oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3114 Conduct oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3115 Conduct oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3116 Conduct oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3117 Conduct oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3118 Conduct oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3119 Conduct oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3120 Conduct oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3121 Conduct oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3122 Conduct oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3123 Conduct oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3124 Conduct oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3125 Conduct oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3126 Conduct oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3127 Conduct oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3128 Conduct oral communication in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3129 Conduct oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN32__ Conduct complex oral communication in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN4__A Conduct complex oral communication in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)

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SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)
SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)

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SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver	2.1 Deliver ***presentations*** in a style that supports its objective

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presentations.	and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural activities.	3.1 Use language and language functions appropriate to varied ***social and cultural activities***. 3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos

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- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBCMM401A Make a presentation • SITTGDE303 Lead tour groups • SITTGDE304 Prepare and present tour commentaries or activities • SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:	• guiding or interpretive activities • instructing and training • presentations at conferences • promotional activities • providing complex information on products and services • sales presentations.
Public speaking techniques may include:	• audience participation • demonstrations and visual aids

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	• humour • non-verbal communication.
Social and cultural activities may include:	• accompanying people to dinner • conference activities • meetings • professional development activities • tours • trade fairs.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3201 Conduct complex oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3202 Conduct complex oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3203 Conduct complex oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3204 Conduct complex oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3205 Conduct complex oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3206 Conduct complex oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3207 Conduct complex oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3208 Conduct complex oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3209 Conduct complex oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3210 Conduct complex oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3211 Conduct complex oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3213 Conduct complex oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3214 Conduct complex oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3215 Conduct complex oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3216 Conduct complex oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3217 Conduct complex oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3218 Conduct complex oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3219 Conduct complex oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3220 Conduct complex oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3221 Conduct complex oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3222 Conduct complex oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3223 Conduct complex oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3224 Conduct complex oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3225 Conduct complex oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3226 Conduct complex oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3227 Conduct complex oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3228 Conduct complex oral communication in a language other than English(Australian Indigenous languages

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3229 Conduct complex oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN33__ Read and write information in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN5__A Read and write workplace information in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)

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SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)
SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
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SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)

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SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence.

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2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal.

2.5 Write information in appropriate place on standard forms.

2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents.

2.7 Provide written responses to documents in an appropriate form and tone.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written

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texts (some use of a dictionary may be made but infrequently)
- understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
- use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
  - answering queries about products and services
  - conducting simple product and service transactions
  - providing factual information
  - responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails
  - faxes
  - letters
  - memos
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Visual information may include:

- diagrams
- forms
- labels
- maps
- signs
- tickets.

Routine workplace documents may include:

- brief reports
- complaint responses
- correspondence:
  - emails
  - faxes
  - letters
- responses to requests for routine information
- thank you letters and invitations.

Written directions and instructions may include:

- general information on work health and safety rules
- how to use simple equipment.

Unit Sector(s)

Cross-Sector

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Competency Field

Languages other than English

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SITXLAN3301 Read and write information in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
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SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3302 Read and write information in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
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SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3303 Read and write information in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
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SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3304 Read and write information in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3305 Read and write information in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3306 Read and write information in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3307 Read and write information in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3308 Read and write information in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3309 Read and write information in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3310 Read and write information in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3311 Read and write information in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3312 Read and write information in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3313 Read and write information in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3314 Read and write information in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3315 Read and write information in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3316 Read and write information in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3317 Read and write information in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3318 Read and write information in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3319 Read and write information in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3320 Read and write information in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3321 Read and write information in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos
	• menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3322 Read and write information in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3323 Read and write information in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3324 Read and write information in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3325 Read and write information in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3326 Read and write information in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3327 Read and write information in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3328 Read and write information in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3329 Read and write information in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN34__ Read and write documents in a language other than English

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXLAN6__A Read and write workplace documents in a language other than English. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)

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SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)
SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)

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SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats.

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3.2 Ensure content of written documents is appropriate to audience and purpose.

3.3 Develop ideas in appropriate depth to meet the requirements of the particular context.

3.4 Tailor language to meet requirements of the situation.

3.5 Observe social and cultural conventions when writing workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence	Evidence of the ability to:

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required to demonstrate competency in this unit	• read and write workplace documents required to fulfil a given job role in a language other than English:
	  • read and write a range of workplace documents
	  • write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence
- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3401 Read and write documents in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3402 Read and write documents in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3403 Read and write documents in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3404 Read and write documents in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3405 Read and write documents in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3406 Read and write documents in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3407 Read and write documents in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3408 Read and write documents in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3409 Read and write documents in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3410 Read and write documents in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3411 Read and write documents in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3412 Read and write documents in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3413 Read and write documents in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3414 Read and write documents in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3415 Read and write documents in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3416 Read and write documents in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3417 Read and write documents in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3418 Read and write documents in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3419 Read and write documents in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3420 Read and write documents in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3421 Read and write documents in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3422 Read and write documents in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3423 Read and write documents in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3424 Read and write documents in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3425 Read and write documents in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3426 Read and write documents in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3427 Read and write documents in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3428 Read and write documents in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3429 Read and write documents in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXMGT401 Monitor work operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMGT001A Monitor work operations. Minor adjustments to expression of content to streamline and improve unit. Added sustainability and innovation plus extra focus on supervising others.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions and solve problems.

Application of the Unit

This unit applies to all industry sectors, and to individuals operating at a team leading, supervisory or frontline management level.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and improve workplace operations.	1.1 Monitor efficiency and service levels through close contact with day to day operations. 1.2 Ensure that workplace operations support overall organisation goals and quality assurance initiatives. 1.3 Identify quality problems and issues and make appropriate adjustments to ***procedures and systems***, with relevant approvals. 1.4 Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations. 1.5 Provide feedback to colleagues and management to inform future planning. 1.6 Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation. 1.7 Assess and respond to opportunities to improve ***sustainability*** of day-to-day operations.
2. Plan and organise workflow.	2.1 Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints. 2.2 Delegate work according to ***principles of delegation***. 2.3 Assess workflow and progress against agreed objectives and timelines. 2.4 Assist colleagues in prioritisation of workload through supportive feedback and coaching. 2.5 Provide timely input to appropriate management regarding staffing needs.
3. Monitor and support team members.	3.1 Monitor team and individual performance against agreed goals and objectives. 3.2 Pro-actively share information, knowledge and experiences with team members. 3.3 Challenge and test ideas within the team in a positive and

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	collaborative way. 3.4 Provide feedback, coaching and support to team members. 3.5 Complete and submit ***workplace records*** as required.
4. Solve problems and make decisions.	4.1 Identify and analyse ***workplace problems*** from an operational and customer service perspective. 4.2 Initiate short term action to resolve immediate problem where appropriate. 4.3 Analyse problems for long term impact, and assess and action potential solutions in consultation with relevant colleagues. 4.4 Where a team member raises a problem, encourage individual participation in solving it. 4.5 Take follow up action to monitor effectiveness of solutions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and leadership skills to:
  - delegate work within a team
  - provide positive coaching and mentoring support to a team
- critical thinking skills to evaluate internal and external business information
- initiative and enterprise skills to proactively seek opportunities for workplace improvement
- literacy skills to:
  - read and interpret varied and wide ranging information of an operational nature
  - complete workplace records relevant to team operations
- numeracy skills to develop schedules and timelines for team activities
- planning and organising skills to coordinate multiple and potentially competing operational priorities
- problem-solving skills to anticipate and respond to a wide range of unpredictable operational problems and situations at a frontline management level.

Required knowledge

- work organisation and work planning methods appropriate to the industry sector
- leadership and management roles in the relevant industry sector
- operational functions in the relevant industry sector
- concepts of quality assurance and how it may be managed and implemented in the workplace
- sustainability considerations for frontline operational management, including:
  - relationship between operational efficiency and financial sustainability

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  - ways of minimising waste in the relevant work context
  - social responsibilities of the operation
- time management principles and their application to leaders and managers for planning own work and the work of others
- principles of effective delegation
- problem-solving and decision making processes and techniques and their application to typical workplace issues
- industrial or legislative issues that affect short-term work organisation appropriate to the industry sector, including:
  - relationship of relevant industrial awards to hours and conditions of work
  - ensuring systems and procedures meet work health and safety requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan and organise workflow for a team operation • monitor and respond to a range of team based operational and service issues over a period of time • demonstrate knowledge of work structures plus frontline management roles and responsibilities in the relevant industry sector • demonstrate knowledge of quality assurance, workflow planning and delegation techniques in a frontline management context.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated business operation or activity for which the individual can monitor work activities • a team of people for which the individual can plan and organise workflow.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a team-based project or work activity conducted by the individual, including reporting on that activity

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- use of case studies and problem-solving exercises to assess ability to develop approaches to different workplace situations and problems
- written or oral questioning to assess knowledge of management principles, management roles and responsibilities and legal issues affecting operational management
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXHRM402 Lead and manage people
- SITXHRM503 Monitor staff performance.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Procedures and systems may relate to:

- administration
- health and safety
- service standards
- technology
- work practices.

Sustainability may be:

- economic:
  - business profitability
- environmental:
  - conservation of resources
  - handling of waste
- social:
  - cultural diversity
  - ethical practices.

Principles of delegation may relate to:

- clear communication of what is required
- gaining commitment
- no undue interference

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	• regular reporting • selecting the right person.
Workplace records may include:	• regular performance reports • staff records.
Workplace problems may include:	• delays and time difficulties • difficult customer service situations • equipment breakdown or technical failure • failure to deliver promised service to customers • inadequate financial resources • inadequate staffing • poor rostering • poor staff performance • procedural inadequacies or failures • unrealistic or impractical product development or marketing resulting in operational difficulties.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

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SITXMGT501 Establish and conduct business relationships

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXMGT006A Establish and conduct business relationships. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and manage positive business relationships. It requires the ability to use high-level communication and relationship building skills to conduct formal negotiations and make commercially significant business-to-business agreements.

Application of the Unit

This unit applies to all industry sectors, and to individuals who take responsibility for making decisions about purchasing or marketing activities. They also oversee the maintenance of contracts or agreements. This could include senior operational personnel, sales and marketing personnel, managers or owner-operators of small businesses. Agreements may relate to corporate accounts, service contracts, agency agreements, venue contracts, rate negotiations, preferred product agreements, supply agreements and marketing agreements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Build business relationships.	1.1 Establish relationships within appropriate cultural context. 1.2 Build trust and respect in business relationships through use of effective communication skills and techniques. 1.3 Proactively identify and take up ***opportunities to maintain regular contact with customers and suppliers***.
2. Conduct negotiations.	2.1 Conduct negotiations in a professional manner in the relevant cultural context. 2.2 Conduct negotiations in the context of current organisation goals. 2.3 Maximise benefits for all ***parties*** through use of established ***negotiation techniques*** and in the context of establishing long term relationships. 2.4 Incorporate feedback and input from colleagues into negotiation where appropriate. 2.5 Communicate results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes.
3. Make formal business agreements.	3.1 Confirm agreements in writing according to organisational requirements, using formal contracts where appropriate. 3.2 Obtain approvals for all aspects of formal agreements according to organisational procedures. 3.3 Evaluate and act on the need for specialist advice as required.
4. Foster and maintain business relationships.	4.1 Proactively seek, review and act upon information needed to maintain sound business relationships. 4.2 Honour agreements within scope of individual responsibility, complying with agreed terms. 4.3 Take account of agreed performance indicators. 4.4 Make adjustments to agreements in consultation with customer or supplier and share information with appropriate colleagues. 4.5 Nurture relationships through regular contact and use of

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effective interpersonal and communication styles.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - conduct negotiations that may be of significant commercial value
  - establish and nurture ongoing professional relationships
- critical thinking skills to evaluate potentially complex internal and external issues that affect professional relationships and business negotiations
- initiative and enterprise skills to pro-actively seek opportunities for building business relationships
- literacy skills to:
  - read and interpret potentially complex agreements, conditions and contracts
  - develop or participate in the development of formal commercial agreements
- numeracy skills to evaluate commercial data and cost structures
- planning and organising skills to plan activities and initiatives that support professional relationships
- problem-solving skills to anticipate and respond to challenges in the negotiation process.

Required knowledge

- commercial context for business relationships in the relevant industry sector, including:
  - industry structure and interrelationships
  - sources of supply
  - distribution and marketing networks
  - professional networks
- principles of negotiation, stages in the negotiating process and different techniques that can be applied
- nature of agreements and contracts in the relevant industry sector and their key inclusions
- key components of contract law at an overview level, including:
  - terms and obligations of contract
  - methods of contractual agreement
  - exclusion clauses
  - dispute resolution clause
  - termination of contracts
- other legal requirements that impact negotiations and agreements in the relevant industry sector, including consumer protection.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- establish and maintain business relationships over a period of time that allows for the demonstration of interpersonal and relationship building skills
- conduct formal negotiations and make and manage agreements and contracts in a specific business context
- demonstrate knowledge of industry structure and interrelationships, industry networks, and distribution and marketing networks
- demonstrate knowledge of the role and features of contracts in a given business operation or sector.

Context of and specific resources for assessment

Assessment must ensure use of:

- other people with whom business relationships can be established
- real or simulated sales or operational details for which contracts may be negotiated and agreed
- materials that support the negotiation process, such as preparatory facts, statistics, KPIs and market information.

Method of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to establish and conduct business relationships. The following examples are appropriate for this unit:

- direct observation of the individual participating in negotiations
- evaluation of negotiation activities undertaken by the individual, including:
  - planning and preparation
  - outcomes and reporting
  - agreements reached
- use of case studies to assess application of different techniques to different negotiating scenarios
- written or oral questioning to assess knowledge of industry structure and interrelationships, negotiating principles and techniques and legal compliance issues
- review of portfolios of evidence and third-party

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workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD401 Package tourism products
- SITTPPD601 Develop tourism products
- SITXINV601 Establish stock purchasing and control systems
- SITXMPR403 Plan and implement sales activities
- SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Opportunities to maintain regular contact with customers and suppliers may include:

- association membership
- cooperative promotions
- industry functions
- informal social occasions
- program of regular telephone contact
- social media.

Parties may be:

- cooperative partners
- customers
- suppliers.

Negotiation techniques may include:

- active listening and questioning
- appropriate cultural behaviour
- appropriate language
- bargaining
- clarification of needs of all parties
- confirming agreements
- developing options
- identification of Key Performance Indicators (KPIs), goals and limits
- identifying points of agreement and points of difference
- non-verbal communication techniques
- preparatory research of facts, statistics,

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KPIs and product usage rates.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

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SITXMGT502 Manage projects

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXMGT003A Manage projects. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop project plans, implement project activities, monitor progress to ensure objectives are achieved and to evaluate all aspects of projects.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and the project could relate to events planning and execution, product development, research or initiatives such as the introduction of new workplace systems or technologies.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and project management decisions.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Define project scope.	1.1 Identify ***project objectives***, budget, scope of activities and deliverables. 1.2 Clarify relationship of project to others and to organisational overall objectives. 1.3 Identify ***stakeholders*** and requirements for consultation and involvement in project activities. 1.4 Confirm ***administrative structure*** for project management, individual responsibility and reporting hierarchy. 1.5 Determine required resources for the project.
2. Develop project plan.	2.1 Consult with stakeholders to facilitate input and to achieve approval for project plan. 2.2 Identify risk, regulatory and sustainability issues and incorporate into plan. 2.3 Integrate quality, financial, human and physical resource specifications for project activities. 2.4 Develop and integrate project evaluation methods. 2.5 Plan internal and external communications, public relations and marketing approaches. 2.6 Document an integrated ***project management plan*** which identifies priorities, key project milestones, timelines, and responsibilities of project personnel and stakeholders. 2.7 Communicate plan and roles and responsibilities to all involved.
3. Administer and monitor project.	3.1 Implement project activities according to plan and in conjunction with stakeholders and project team members, providing ***support and assistance*** as required. 3.2 Implement financial and quality control systems according to project plan. 3.3 Monitor progress to ensure objectives, deliverables, timelines, cost and quality of project are achieved. 3.4 Identify deviations from plan, assess and take action to realign project activities to meet objectives. 3.5 Determine and act on the need for project variations including

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	additional project resources.
	3.6 Provide progress and final reports according to project requirements.
	3.7 Complete project within agreed timelines.
4. Evaluate project.	4.1 Assess project effectiveness at specified stages, using agreed evaluation methods.
	4.2 Evaluate completed project for administrative efficiency, quality and achievement of objectives.
	4.3 Report outcomes to stakeholders and use information to enhance future project planning and management activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to elicit diverse stakeholder input and agreement on complex project planning and management issues
- critical thinking skills to evaluate and respond to complex, interrelated and potentially conflicting factors within project management activities
- literacy skills to write complex project plans and evaluation criteria
- numeracy skills to interpret project budgets for diverse components and develop resource specifications within budgetary parameters
- planning and organising skills to manage interrelated aspects of a complex project and project timelines
- problem-solving skills to identify deviations from project plans and make adjustments to ensure objectives are delivered
- teamwork skills to:
  - consult with stakeholders and incorporate their views into project planning and management issues
  - lead and motivate a project team
- technology skills to use computers, word processing and software packages for project management.

Required knowledge

- project management processes and the project life-cycle:
  - planning and the requirements of project plans:
    - objectives
    - deliverables, scheduling and milestones
    - allocation of roles and responsibilities
  - documentation and role of technology

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    - monitoring and control systems
    - evaluation criteria, both quantitative and qualitative and methods for measuring the success of project objectives
- for the particular industry sector and organisation:
    - role of various project management personnel and stakeholders in the management of projects
    - reporting hierarchy
    - risk, regulatory and sustainability issues for project management including those related to:
        - financial management
        - human resource management
        - physical resource management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and implement plans for multiple and diverse projects involving:
	  • dedicated project budgets
	  • multiple administrative components
	  • a project management team
	  • a wide range of stakeholders
	• lead a project team and liaise with stakeholders during the planning and implementation phases
	• integrate knowledge of:
	  • administrative processes for project planning and implementation
	  • risk, regulatory and sustainability issues for project management
	• complete projects within nominated timeframes.

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation or activity for which projects are managed • projects to be managed by the individual

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- information and communications technology currently used to manage projects
- physical and financial resources to support the project
- a project team for whom the individual is a leader
- project stakeholders with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of integrated project management plans produced by the individual
- evaluation of performance measurement documents produced by the individual including qualitative and quantitative evaluation criteria
- evaluation of progress and final project reports produced by the individual in which they evaluate the project for administrative efficiency, quality and achievement of objectives
- use of problem solving exercises that allow the individual to respond to the need for plan adjustments
- written or oral questioning to assess knowledge of:
  - administrative processes for project planning and implementation
  - risk, regulatory and sustainability issues for project management
  - review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role:

- BSBADM502B Manage meetings
- BSBWRT401A Write complex documents
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Project objectives may relate to:

- community or industry development
- economic or social benefits
- education or training
- profit
- research.

Stakeholders may include:

- community agencies
- customer or client
- funding bodies
- government departments or statutory authorities
- host organisation
- industry associations
- internal personnel
- management
- management committee
- media
- regulatory authorities
- sponsors.

Administrative structure for project management may involve:

- advisory and reference groups
- consultants
- consultative groups
- contractors and suppliers
- internal or external project manager
- management
- management committee
- secretariat.

Project management plan may include:

- budget
- consultation strategies
- internal and external communication processes and channels
- key milestones
- marketing
- objectives and outcomes
- personnel
- quality assurance
- reporting requirements
- risk management and contingency plans
- safety initiatives
- selection or tendering process
- sponsors

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- stages
- sustainability considerations
- timeframes.

Support and assistance may include:

- additional resources
- formal training opportunities
- informal coaching and feedback
- moderation and joint planning sessions
- regular meetings and briefings
- representing team interests in wider forums.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership

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SITXMPR401 Coordinate production of brochures and marketing materials

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR001A Coordinate production of brochures and marketing materials. Minor adjustments to expression of content to streamline and improve unit. Added trade practices to Required knowledge. Added sustainability. More emphasis on physical and virtual.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the development process for brochures and other marketing materials from a content and production perspective.

Application of the Unit

This unit applies to all industry sectors and all types of marketing materials, both physical and virtual. People working independently with limited supervision undertake this role. Depending on the business context, this could include sales and marketing personnel, managers, and owner-operators of small businesses.

This unit reflects the general skills needed by those involved in sales and marketing activities and does not include the skills required by professional graphic designers or copywriters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan production of brochures and marketing materials.	1.1 Plan production of ***brochures and marketing materials*** according to marketing objectives. 1.2 Evaluate ***factors*** that impact nature of materials and the development process, including sustainability considerations. 1.3 Create production plans, including timelines, responsibilities, budget and contingency measures.
2. Produce information for inclusion.	2.1 Produce or obtain accurate and complete ***information for inclusion***. 2.2 Present information in a clear format. 2.3 Present information in a culturally appropriate way.
3. Obtain quotations for artwork and printing as appropriate.	3.1 Provide ***accurate and complete specifications*** to quoting organisations within appropriate timeframe. 3.2 Obtain quotations with details of potential variations to cost and conditions that may apply.
4. Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or obtain from relevant source. 4.2 Integrate accurate, practical and operational details. 4.3 Present accurate information about costs and conditions. 4.4 Check copy for accuracy prior to submission for production.
5. Coordinate production of brochures and marketing	5.1 Liaise with production personnel and monitor schedule. 5.2 Check and correct production work as required. 5.3 Approve artwork according to organisational guidelines. 5.4 Obtain and deliver materials on schedule or action contingency

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materials. measures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to collaborate with others on technical, organisational and creative issues
- critical thinking skills to evaluate factors that impact on production of marketing materials
- literacy skills to:
  - read and interpret quotations and product conditions
  - proofread draft materials
  - create copy or check quality of outsourced copy
  - research information for inclusion from varied and potentially unfamiliar sources
- planning and organising skills to plan and coordinate all aspects of the production process
- problem-solving skills to respond to challenges that arise in the production of marketing materials
- numeracy skills to:
  - calculate costs and quantities of materials to be produced
  - work with numerical concepts of size, shape and layout
  - work with detailed product costings
- technology skills to:
  - liaise with others about technical production issues
  - work with current industry marketing technologies.

Required knowledge

- objectives of materials and the market for which material is required
- physical and virtual media marketing opportunities and factors that impact production of materials in those contexts
- current digital print production technologies, processes and terminology
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in marketing material production, including:
  - readability
  - photographic quality
  - effective use of colour
  - spacing requirements
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material

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- copyright laws and restrictions that apply to the inclusion of certain content in brochures and other marketing materials
- procedures for copyright clearance of restricted materials
- trade practices requirements around the need for accuracy of information in marketing materials.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • coordinate all aspects of the development process and produce materials within specified deadlines • produce materials that meet stated objectives, provide current and accurate information, and are free of errors • demonstrate knowledge of current production processes, terminology and copyright restrictions.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated product or service for which brochures and marketing materials can be developed • current information and communications technology for the development of content • suppliers, such as graphic designers, print production organisations and copywriters with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit: • evaluation of brochures or other physical or virtual marketing materials produced by the individual • written or oral questioning to assess knowledge of coordination and production processes, copyright laws and clearance procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities

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assessment	to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXMGT501 Establish and conduct business relationships • SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Brochures and marketing materials may include:	• advertising materials • conference programs and registration forms • destination guides • direct mail pieces • display materials • event prospectus • invitations • product brochures • product support manuals • promotional flyers and leaflets.

Factors for consideration during planning may relate to:	• accessibility, such as the need to provide materials in alternative formats
	• availability of information
	• design issues:
	  • style
	  • size
	• legal requirements
	• marketing considerations:
	  • distribution considerations
	  • market for review of competitive materials
	  • objectives
	• resource constraints:
	  • budget
	  • in-house capability
	• technology:
	  • digital media opportunities
	• objectives of the material

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- sustainability considerations
- time parameters.

Information for inclusion may be:

- advertisements
- logos
- maps
- photos
- special offers or incentives
- sponsor messages
- supplier information
- tariff details.

Accurate and complete specifications include:

- conditions of contract
- delivery platform
- interactivity requirements
- layout and style of text
- number of colours
- number of photographs
- production and delivery deadlines
- size
- total number required
- type of paper (for print-based materials).

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR402 Create a promotional display or stand

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITXMPR002A Create a promotional display or stand. Minor adjustments to expression of content to streamline and improve unit. Added elements and principles of design.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for the promotion of a product or service. It requires the ability to identify the objectives of the promotion, determine who the audience will be, select all display components and assemble the display or stand.

Application of the Unit

This unit applies to all industry sectors. People working with some level of independence create displays at promotional events or within their own workplaces. This includes sales and marketing personnel, managers, and owner-operators of small businesses. Displays may be used to promote any product, service, or event; a group of products being cooperatively marketed; or even a whole city, region or tourism precinct.

This unit does not cover the skills of a specialist display designer or visual merchandiser.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Make preparations for display or stand.	1.1 Identify display or stand objectives in consultation with appropriate colleagues. 1.2 Obtain operational ***information to assist in display or stand preparation*** to allow time for adequate planning. 1.3 Plan display or stand to meet target audience needs. 1.4 Select and organise adequate ***display supplies*** and transportation arrangements according to display plan. 1.5 Identify the need for and seek assistance from display specialists where appropriate.
2. Create the display.	2.1 Create or dress the display or stand, making creative use of available materials and supplies. 2.2 Consider the ***elements and principles of design*** in creating the display. 2.3 Use ***display techniques*** that maximise visual appeal of display and reflect the nature of product or service being sold. 2.4 Use display equipment correctly and safely. 2.5 Check display or stand to ensure safety of colleagues and customers.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate options for creative display
- literacy skills to:
  - interpret information about the needs of the target audience and operational aspects of the display or stand

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- numeracy skills to work with concepts about size, space and layout
- planning and organising skills to coordinate practical and creative aspects of display creation
- visual literacy skills to work with the elements and principles of design.

Required knowledge

- industry contexts in which displays are used, including:
  - trade and consumer shows
  - shopping centre promotions
  - information centre displays
  - window displays
  - promotional functions
- materials and equipment used for display in different locations and settings, such as stages, exhibition booths, permanent displays and window displays
- elements and principles of design as they apply to the creation of displays
- visual merchandising techniques using commonly available materials, including techniques for maximising the effectiveness of collateral in displays, including brochures and posters
- work health and safety practices for transporting, carrying and assembling the display or stand
- safety issues associated with the construction and operation of promotional displays and stands in different venues.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • create a display or dress a promotional stand to meet specific objectives using accepted display techniques and working within typical workplace time constraints • apply the elements and principles of design • create display or stand in a well organised and safe manner.
Context of and specific resources for assessment	Assessment must ensure use of: • a display space or promotional stand • display and promotional materials used in the relevant industry sector.

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Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to create a promotional display or stand. The following examples are appropriate for this unit: • evaluation of the creativity and visual appeal of a display created by the individual • use of case studies to assess application of different display techniques to typical industry promotional situations • written or oral questioning to assess knowledge of different visual merchandising techniques, safety considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCOM302 Make presentations • SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information to assist in display or stand preparation may include:	• budget allocation • floor plans • nature of display area, including booth and stage • need for utilities, such as electricity and water • need for waste management • work health and safety requirements • security • set-up times and duration • type of surface on which display is to be created.
Display supplies may include:	• adhesives and velcro • audiovisual systems, including videos and sound systems • balloons and other decorations

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- collateral materials, such as brochures, posters, banners and organisational colours and logo
- computers
- floral arrangements and potted plants
- furniture
- mobiles
- pins
- scissors
- string.

Elements and principles of design may include:

- alignment
- balance
- coherence
- colour
- composition
- contrast
- direction
- dominance
- emphasis
- form
- line
- movement
- pattern
- proportion
- proximity
- repetition
- rhythm
- shape
- simplicity/complexity
- space (positive and negative)
- subordination
- texture
- unity.

Display techniques may include the use of:

- cultural artefacts
- fabric
- flags
- freestanding display options
- local produce
- printed materials
- product samples
- signs
- 3-D materials.

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Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR403 Plan and implement sales activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR003A Plan and implement sales activities. Minor adjustments to expression of content to streamline and improve unit. Added innovation, legal, ethical and sustainability to Performance Criteria. Added more on new technologies and media.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyse market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

Application of the Unit

This unit applies to all industry sectors, and to individuals taking responsibility for coordinating sales activities within the parameters of an established sales strategy. People working independently with limited supervision undertake this role. This could include sales and marketing personnel or managers and owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan sales activities.	1.1 Plan sales activities for existing and potential customers according to marketing plan or other organisation systems. 1.2 Identify, analyse and incorporate organisation, customer and market ***information*** into sales planning process. 1.3 Source prospects and create profiles. 1.4 Proactively seek and evaluate innovative sales opportunities and take advantage of new technologies and media. 1.5 Estimate potential revenue, based on analysis of information and in consultation with appropriate colleagues. 1.6 Plan activities and ***practical sales call patterns*** that maximise opportunities to meet individual and team targets. 1.7 Consider ***legal***, ***ethical and sustainability issues***.
2. Prepare for sales calls.	2.1 Make sales call appointments in advance where appropriate. 2.2 Develop ***sales call strategies and tactics*** based on market knowledge, current sales focus and consultation with colleagues. 2.3 Gather ***information and support materials*** to support sales calls.
3. Make sales calls.	3.1 Make sales calls according to agreed call patterns. 3.2 Build relationships with customers through use of effective interpersonal communication styles. 3.3 Develop customer trust and confidence through demonstration of personal and professional integrity. 3.4 Proactively identify and resolve customer issues and problems. 3.5 Use selling techniques to maximise opportunities to meet and exceed sales targets. 3.6 Provide current, accurate and relevant information on product

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	features and benefits according to current marketing focus. 3.7 Encourage feedback from customers and proactively seek market intelligence.
4. Review and report on sales activities.	4.1 Review activities according to agreed evaluation methods and incorporate results into future sales planning. 4.2 Prepare sales reports according to organisational policy and required timeframes. 4.3 Present current and clear market intelligence to those responsible for sales and marketing planning.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - use effective selling techniques
  - establish and conduct positive business relationships
- critical thinking skills to evaluate market and customer information for sales opportunities
- initiative and enterprise skills to proactively identify and respond to new opportunities
- literacy skills to:
  - interpret customer and market trend information
  - develop sales reports
- numeracy skills to:
  - calculate potential sales revenues
  - create and interpret sales statistics
- planning and organising skills to plan for and manage sales call patterns
- problem-solving skills to proactively identify and respond to operational and more systemic customer problems
- self-management skills to take responsibility for sales outcomes
- technology skills to use current sales management systems.

Required knowledge

- principles of selling, sales communication and relationship building
- industry structures and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation, including:
  - distribution and marketing networks, especially those that support the product or service being promoted
  - commission structures
  - current customer and market trends

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  - links between sales and other areas of organisational operations
- structure and content of marketing plans and the role of sales in the overall marketing mix
- legal issues that impact on sales personnel, including consumer protection provisions
- ethical considerations for sales personnel, including:
  - truth and honesty in sales
  - targeting of particular groups in the community
- sustainability considerations for sales activities, including:
  - reducing waste of printed materials
  - sustainability as a sales tool.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan and implement a range of sales activities for an operation, product or service including the preparation of sales reports • use effective communication skills during sales calls • demonstrate knowledge of the industry, including structure and interrelationships, industry networks, information sources and distribution and marketing networks.
Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated products or services for which the individual can conduct sales activities • current information and communications technology used by industry to manage sales activities • marketing plans and operational sales documents, such as sales reports and sales support materials • other people with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of sales activities undertaken by the individual including sales planning and associated implementation • sales reporting, incorporating analysis of performance

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- use of case studies to assess knowledge of how sales activities can be used in specific industry contexts
- written or oral questioning to assess knowledge, such as, structure of the industry, industry interrelationships, distribution networks and legal compliance issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

In the workplace, people always combine the skills described in different units to do their jobs. For effective assessment of this unit, the assessor should use integrated activities that also provide evidence of skills in other units, for example:

- SITXMGT501 Establish and conduct business relationships
- SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information to be incorporated into the sales planning process may include:

- competitive activity
- financial statistics
- market trends
- sales and marketing reports.

Practical sales call patterns may be affected by:

- call intensity required
- current organisational priorities
- geographic considerations and restraints
- need for administration and reporting time
- specific sales and revenue targets
- technology capabilities.

Legal, ***ethical and sustainability issues*** may relate to:

- consumer law and trade practices
- work health and safety obligations
- resource conservation
- targeting of particular groups
- ways of presenting information.

Sales call strategies and tactics may include or be

- current sales figures for nominated

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based on:	periods • focus on specific products or offers • individual customer history • response to competitive activity.
Information and support materials may include:	• brochures • display material • electronic updates • giveaways • incentive material • Internet and web pages • other handouts • tariff sheets.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR404 Coordinate marketing activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR004A Coordinate marketing activities. Minor adjustments to expression of content to streamline and improve unit. Added innovation, legal, ethical and sustainability. Added more on new technologies and media.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and coordinate a range of marketing and promotional activities at an operational level. The unit incorporates knowledge of marketing principles.

Application of the Unit

This unit applies to all industry sectors, and to individuals who take responsibility for coordinating marketing activities within the parameters of an established marketing strategy. People working independently with limited supervision undertake this role. This could include marketing coordinators or managers and owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan and organise marketing activities.	1.1 Plan ***marketing activities*** according to marketing plan or other organisational systems. 1.2 Identify, analyse and incorporate relevant market information and ***legal***, ***ethical and sustainability issues*** into short term planning. 1.3 Confirm target markets and marketing medium. 1.4 Evaluate ***potential and suitability*** of marketing opportunities that arise. 1.5 Proactively seek and evaluate innovative marketing opportunities, including use of new technologies and media. 1.6 Develop and implement action plans to address ***operational details***.
2. Undertake a general public relations role.	2.1 Establish and conduct positive relationships with industry and media colleagues. 2.2 Use networks to support marketing activities. 2.3 Develop public relations resources as required, including media releases and industry or media support materials.
3. Review and report on marketing activities.	3.1 Review activities according to agreed evaluation methods and incorporate results into future planning. 3.2 Prepare reports according to organisational policy and required timeframes. 3.3 Present current and clear market intelligence to inform sales and marketing planning.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to establish and conduct positive business relationships
- critical thinking skills to evaluate the potential of different marketing activities
- initiative and enterprise skills to proactively identify and respond to new opportunities
- literacy skills to:
  - interpret market trend information and marketing plans
  - develop detailed action plans for marketing activities
  - prepare media releases and marketing reports
- numeracy skills to work within marketing budgets
- planning and organising skills to coordinate diverse and unpredictable operational details
- problem-solving skills to proactively identify and respond to potentially complex implementation challenges
- self-management skills to take responsibility for the quality and outcomes of marketing activities
- technology skills to work with current web based marketing technologies.

Required knowledge

- content and structure of marketing plans
- key marketing principles, including the marketing management process and the four Ps - product, place, price and promotion
- industry structure and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation, including:
  - distribution and marketing networks, especially those that support the product or service being promoted, including e-business options and major promotional events
  - commission structures
  - current customer and market trends and preferences
- features, benefits and practical application of marketing activities commonly used in the service industries, including:
  - advertising
  - familiarisations
  - in-house promotions
  - public relations
  - social media
  - trade and consumer shows
  - signage and display
- legal issues that impact on the marketing of products and services, including consumer protection provisions
- ethical considerations for marketing activities, including:

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  - appropriate use of images and text
  - protection of children
  - targeting of particular groups in the community
- sustainability considerations for marketing activities, including:
  - reducing waste of printed materials
  - sustainability as a marketing tool.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan and coordinate multiple and different marketing activities for an operation, product or service • integrate knowledge of the relevant industry, including structure and interrelationships, industry networks, information sources, and distribution and marketing networks • integrate knowledge of the types of marketing activities used in the relevant industry sector and major industry promotional events • demonstrate knowledge of marketing principles and their application to practical workplace activities.
Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated products or services for which the individual can conduct marketing activities • current information and communications technology used by industry for marketing activities • marketing plans and operational marketing documents, such as action plans and marketing reports.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of marketing activities planned and conducted by the individual, including reports on lessons to be learned for future activities

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- evaluation of critiques prepared by the individual about industry marketing activities
- use of case studies to assess the application of marketing knowledge to different industry situations
- written or oral questioning to assess knowledge of marketing principles, structure of the industry, industry interrelationships, distribution networks and legal compliance issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXMPR403 Plan and implement sales activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Marketing activities may include:

- advertising
- display and signage
- events
- familiarisations:
  - media
  - trade
- industry and public relations activities
- market research
- product development within scope of individual responsibility
- web-based and social media activities.

Information to be incorporated into the planning process may include:

- competitive activity
- financial statistics
- marketing reports
- marketplace trends
- sales reports.

Legal, ***ethical and sustainability issues*** may

- consumer law and trade practices

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relate to:	• work health and safety obligations • resource conservation • targeting of particular groups • ways of presenting information.

Potential and suitability of promotional activities may relate to:	• consistency with overall marketing direction
	• exposure to be achieved
	• matching of attendees to target markets
	• resource considerations:
	  • financial
	  • human
	• timing of the activity or event.

Operational details may include:	• administrative and procedural requirements • availability of promotional materials • available technology • contracting of other services, such as display • equipment requirements • need for external assistance • potential for cooperative approaches • public relations implications • staffing requirements and briefings • strategies to ensure maximum benefits • travel arrangements.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR405 Participate in cooperative online marketing initiatives

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXMPR006A Participate in cooperative online marketing initiatives for the tourism industry. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate online cooperative tourism marketing initiatives, provide appropriate website content and update this content using remote authoring skills. It requires a general knowledge of online marketing initiatives in the tourism industry and the basic technical skills that allow business operators to participate effectively in these initiatives.

Application of the Unit

This unit applies to all industry sectors. People working independently with limited guidance from others undertake this role. This could include sales and marketing personnel, managers, and owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate online cooperative marketing initiatives.	1.1 Source and evaluate information about current online ***cooperative marketing initiatives*** and sites for potential value to the business. 1.2 Select initiatives that respond to the ***business context***. 1.3 Evaluate additional skills, equipment or other resources required to participate.
2. Provide online content in appropriate format and style.	2.1 Review ***content requirements*** set down by administrator of cooperative initiative. 2.2 Develop content suited to an online environment and administrator requirements. 2.3 Identify, organise and prepare appropriate images for inclusion. 2.4 Upload content according to guidelines and protocols.
3. Use remote authoring to update content.	3.1 Develop ***protocols*** for regular and timely updating of content in cooperative sites. 3.2 Update content using remote authoring techniques according to requirements of cooperative site. 3.3 Evaluate content and outcomes of participation and identify and address issues arising.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to evaluate the potential and outcomes of online marketing initiatives
- literacy skills to:
  - research information from varied and unfamiliar sources about online marketing initiatives
  - read and interpret technical requirements of the initiative

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  - write online promotional content for the product or service
- numeracy skills to work with numerical features of digital technologies
- planning and organising skills to coordinate the different requirements for participation in a cooperative initiative
- problem-solving skills to identify and respond to technical issues with online content
- technology skills to:
  - upload content and use remote authoring processes and techniques
  - manipulate digital images.

Required knowledge

- online cooperative marketing opportunities available to the tourism industry in Australia
- current national, state and regional frameworks for online cooperative marketing initiatives for particular industry sectors
- guidelines and requirements for format and style of typical online copy
- techniques for capturing, manipulating and uploading digital images to cooperative sites, including saving and storing images.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evaluate potential of cooperative online marketing initiatives for a range of products and services • use technical skills to create, upload and update content, including words and images • demonstrate knowledge of current developments and initiatives in online cooperative marketing in the Australian tourism industry.
Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated products and services for which content can be developed • current information and communications technology.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- evaluation of online content developed by the individual
- evaluation of reports prepared by the individual to compare different online cooperative marketing initiatives
- written or oral questioning to assess knowledge of potential online cooperative marketing initiatives for tourism operators within Australia
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cooperative marketing initiatives may be established and run by:

- tourism organisations:
  - local
  - regional
  - state or territory
  - national
- private organisations.

Sites may relate to:

- bookings and reservations
- destination-based sites
- information only
- product-based sites, e.g. bed and breakfasts
- referral services.

Business context may include:

- available technology
- budget
- intended audience and market
- marketing goals and strategies
- time resources
- training requirements
- types of product and service offered.

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Content requirements for cooperative sites may include:	• conformity with style guides • links to other sites and emails • number and size of digital images or multimedia • number of words • order of information • pricing by room or package • proximity to data and geocoding.
Protocols may include:	• allocation of responsibility for updating of content • monitoring pricing and the timing of the release of special offers • monitoring system-generated emails • timetable for updating words and images.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR501 Obtain and manage sponsorship

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXFIN006A Obtain and manage sponsorship. Re-categorised to Marketing and Public Relations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to obtain and manage sponsorship for a business activity, product, service or event. It requires the ability to determine sponsorship requirements, source and negotiate with potential sponsors and manage sponsorship arrangements.

Application of the Unit

This unit applies to any tourism, travel, hospitality or event sector where sponsorship is sought to support business or community activities. Sponsorship may relate to a one-off activity, such as an event, or to ongoing operations, such as sponsorship of a particular service.

It applies to senior coordinators and mangers who operate independently, have responsibility for others and are responsible for making a range of financial and operational decisions. They may work under the overall guidance of event organising committees.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Determine sponsorship requirements and opportunities.	1.1 Identify sponsorship requirements in consultation with ***colleagues***. 1.2 Develop targets for sponsorship based on financial parameters of the activity. 1.3 Identify ***items***, ***activities or projects*** to be sponsored to meet the needs of the organisation. 1.4 Identify ***potential sponsors*** based on potential sponsor appeal, the nature of the activity and previous approaches.
2. Source sponsorship.	2.1 Develop ***sponsorship materials*** in a clear, concise and professional format to include a full breakdown of costs and benefits. 2.2 Distribute and present sponsorship materials according to agreed targets. 2.3 Undertake follow up promotion and negotiation with potential sponsors. 2.4 Discuss and negotiate additional opportunities with the sponsor. 2.5 Make written sponsor contracts or agreements to include full details of commitments made by both parties.
3. Service sponsors.	3.1 Brief colleagues on details of sponsorship arrangements. 3.2 Organise activities according to sponsorship agreement ensuring all agreements are honoured. 3.3 Monitor and evaluate activities and make required adjustments. 3.4 Provide and request feedback from the sponsor. 3.5 Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation. 3.6 Maintain and distribute accurate and current ***sponsorship documentation*** throughout the process. 3.7 Liaise and follow up with sponsor to initiate future

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cooperative approaches.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise and negotiate with sponsors and mange their participation
- critical thinking skills to evaluate a potential sponsor's best fit with the business activities or projects
- initiative and enterprise skills to identify and action opportunities to obtain sponsorship
- literacy skills to:
  - read and interpret details of the business activities or projects to be sponsored and complex sponsorship contracts or agreements
  - research potential sponsors that are aligned with the business activities or projects
  - write sponsorship materials and agreements expressing complex business ideas and proposals
- numeracy skills to evaluate budgets and interrogate or use a range of financial data to inform sponsorship activities
- planning and organising skills to organise sponsorship activities according to agreements
- problem-solving skills to monitor activities, identify sponsorship servicing deficiencies and make required adjustments
- self-management skills to take responsibility for sourcing and managing sponsorship arrangements
- teamwork skills to brief colleagues on details of sponsorship arrangements
- technology skills to design effective sponsorship proposals.

Required knowledge

- for the particular industry sector and business type:
  - a range of business activities or events which would appeal to sponsors
  - potential sponsorship opportunities and sources of finance
- protocols for sponsor contact
- packages that can be offered to sponsors
- a range of formats for and inclusions of sponsorship proposals
- features of sponsorship contracts and agreements:
  - legal requirements to supply services as contracted and ramifications of failure to comply
  - sponsor reporting expectations and requirements.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • determine sponsorship requirements and obtain and manage sponsorship for a business activity, product, service or event • monitor and manage sponsorship arrangements over a period of time • develop clear, concise and professional sponsorship proposals • integrate knowledge of practices and protocols for accessing sponsorship opportunities • effectively communicate and negotiate with sponsors.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation, product, service or event that a sponsor can be involved in • computers, printers and software packages currently used by the tourism, hospitality and event industries to design effective sponsorship proposals • current commercial sponsorship contracts • sponsors to allow the individual to communicate, negotiate and manage sponsorship arrangements.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • project activities that allow assessment of the individual's ability to initiate and manage sponsorship • evaluation of sponsorship packages and proposals produced by the individual • oral or written questioning to assess knowledge of sponsorship practices and protocols for accessing sponsorship opportunities • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units

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relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- BSBPMG510A Manage projects
- SITXEVT503 Manage event staging components
- SITXMGT501 Establish and conduct business relationships
- SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Colleagues may include:

- customers
- event organisers
- funding bodies
- management
- management committees.

Items, ***activities or projects*** may include:

- entertainment
- individual awards within an awards program
- meals
- one-off promotional activities or projects
- ongoing organisational activities, such as an annual publication
- overall event or activity sponsorship
- permanent or temporary exhibitions
- physical items, such as satchels
- social events
- speaker sessions
- sporting components
- travel.

Potential sponsors may include:

- community organisations
- educational institutions
- existing sponsors
- government agencies
- individuals
- industry organisations or professional associations

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	• investors • private companies.
Sponsorship materials may include:	• electronic presentations • printed promotional material.
Sponsorship documentation may include:	• activity reports or schedules • attendance figures • contracts • feedback documentation • financial records.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR502 Develop and implement marketing strategies

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXMPR005A Develop and manage marketing strategies. Title changed to better reflect the intent and content of the unit. Minor adjustments to expression of content to streamline and improve unit. Added innovation and sustainability.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse internal and external business environments and to develop and evaluate marketing strategies and plans for products and services.

Application of the Unit

This unit applies to all industry sectors, and to individuals in senior marketing or management roles. This may include those whose primary role is marketing related, or those for whom marketing is a part of a broader job responsibility. Units and qualifications for marketing specialists are found in the BSB07 Business Services Training Package.

Marketing strategies could be developed for a new or existing product or service, a small or medium-sized business organisation, a destination or a specific project, such as an event.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect and analyse information on the internal business environment.	1.1 Confirm core activities, customer base, business values and current business direction. 1.2 Identify and analyse ***information*** on current and past marketing and its effectiveness. 1.3 Review business performance information to identify strengths, weaknesses and critical success factors. 1.4 Identify and record current ***capabilities and resources***, including the need for specialist assistance. 1.5 Record and report information according to organisational requirements.
2. Collect and analyse information on the external business environment.	2.1 Identify and analyse information on expected market growth or decline with associated risk factors. 2.2 Record and analyse projected changes in the labour force, population and economic activity. 2.3 Gather and analyse ***comparative market information***. 2.4 Identify and analyse industry and customer ***trends and developments***, including emerging technologies and innovations. 2.5 Identify and analyse ***legal***, ***ethical and sustainability issues*** and potential business impacts. 2.6 Record and report information according to organisational requirements.
3. Develop marketing strategies.	3.1 Identify and analyse opportunities based on internal and external market analysis. 3.2 Explore new and innovative marketing approaches. 3.3 Develop marketing strategies that are consistent with direction and values of the organisation. 3.4 Integrate legal, ethical and sustainability considerations. 3.5 Develop strategies in consultation with key stakeholders.

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4. Prepare marketing plan.	4.1 Formulate marketing plan that clearly communicates priorities, responsibilities, timelines and budgets. 4.2 Provide timely opportunities for colleagues to contribute to marketing plan. 4.3 Submit marketing plan for approval according to organisational policy.
5. Implement and monitor marketing activities.	5.1 Implement and monitor activities detailed in plan according to schedule and contingencies. 5.2 Produce marketing reports according to organisational policy. 5.3 Share information on marketing activities with operational staff to maintain awareness of current organisational focus.
6. Conduct ongoing evaluation.	6.1 Evaluate marketing activities using agreed methods and benchmarks. 6.2 Make adjustments according to evaluation. 6.3 Communicate and implement agreed changes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to lead consultation with stakeholders and colleagues
- critical thinking skills to analyse complex information about internal and external business environments from varied sources
- initiative and enterprise skills to proactively identify creative marketing opportunities
- literacy skills to:
  - research complex and potentially unfamiliar business and marketing information
  - write complex plans and reports
- numeracy skills to develop marketing resource strategies and scenarios
- planning and organising skills to coordinate complex planning and implementation processes
- problem-solving skills to evaluate marketing activities and challenges, and develop strategic responses
- technology skills to evaluate the potential of current and emerging marketing technologies.

Required knowledge

- data collection tools and research methodologies of particular relevance to marketing
- marketing planning techniques and formats, including key features of a marketing plan
- internal and external issues that impact on market planning in a given industry context
- industry marketing and distribution networks in the relevant context

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- new and innovative marketing strategies in the relevant industry context, including current and emerging marketing technologies and the opportunities they present
- legal issues that impact on marketing activities, including:
  - Australian Consumer Law and consumer protection
  - copyright
  - privacy
  - specific issues arising from use of new technologies
- ethical considerations for marketing, including:
  - appropriate use of images and text
  - codes of practice
  - protection of children
  - targeting of particular groups in the community
- sustainability considerations, opportunities and constraints for marketing in the relevant context, including those related to:
  - cultural and social sustainability
  - economic sustainability of marketing initiatives
  - resource conservation and waste minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • research and critically analyse internal and external business environments • develop a marketing strategy and plan for a product or service that identifies current and relevant marketing issues and includes a detailed, realistic implementation program • integrate knowledge of marketing strategies, techniques and distribution networks for the product or service, including opportunities presented by new technologies • demonstrate knowledge of implementation and monitoring issues specific to the product or service.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated product or service for which

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market planning can be undertaken
- current information and communications technology to support the research and planning process
- a group of stakeholders who contribute to the planning process
- customers to whom products and services are marketed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the marketing aspects of a project conducted by the individual
- evaluation of marketing plans prepared by the individual
- use of case studies to assess application of marketing planning principles to different industry situations and contexts
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD503 Research and analyse tourism data.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of ***information*** may include:

- business advisory services
- financial institutions
- government agencies
- industry associations
- industry publications
- Internet
- official statistics
- peers.

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Capabilities and resources may include:	• communication capabilities • e-business capacity • equipment capacity • financial resources • hours of operation • human resources • location and position • staff skill levels.
Comparative market information may include:	• benchmarking • best practice information • competitor information.
Trends and developments may be:	• demographic • ecological and environmental • economic • government activities • industrial • social and cultural • technological, including social media developments.

Legal, ***ethical and sustainability issues*** may relate to:	• codes of practice
	• cultural expectations and influences
	• requirements of legislation and regulations
	• sustainability:
	  • environmental
	  • financial
	  • social.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITHPAT301 Produce cakes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT002A Prepare and produce cakes. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce cakes and sponges following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate cakes and sponges.

It does not include making specialised cakes which are covered in SITHPAT302 Produce gateaux, torten and cakes.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes required. 3.3 Minimise waste to maximise profitability of cakes produced.
4. Cook cakes and sponges.	4.1 Use cookery methods for ***cakes and sponges*** and ***fillings*** to achieve desired product characteristics. 4.2 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.3 Select baking conditions, required oven temperature and bake cakes. 4.4 Cool cakes and sponges in appropriate conditions to retain optimum freshness and product characteristics. 4.5 Store reusable by-products of food preparation for future

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	cooking activities.
5. Decorate present and store cakes.	5.1 Enhance appearance and taste of cakes using suitable fillings, icings and ***decorations***, according to standard recipes. 5.2 Apply icing to ensure a smooth and seamless finish. 5.3 Visually evaluate cakes and ***adjust presentation*** before displaying. 5.4 Use suitable serviceware to attractively present cakes according to organisational standards. 5.5 Display cakes in appropriate conditions to retain optimum freshness and product characteristics. 5.6 Store cakes and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of cakes required
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished cakes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce cakes and sponges
  - a variety of classical and contemporary cakes and sponges
- product characteristics of a variety of classical and contemporary cakes and sponges:

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  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - taste
  - texture
- nutritional value of classical and contemporary cakes and sponges
- historical and cultural derivations of a variety of cakes and sponges
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for cakes and sponges
- mise en place requirements for producing cakes, sponges and fillings
- cookery methods for cakes, sponges and fillings:
  - adding fats and liquids to dry ingredients
  - preparing and using pre-bake finishes and decorations
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate baking temperatures and cooking times for cakes, sponges and fillings
- equipment used to produce cakes and sponges:
  - essential features and functions
  - safe operational practices
- storage of cakes and sponges and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the ability to: • follow standard recipes to produce and decorate cakes and sponges including:

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this unit	• basic aerated sponges • fruit cakes • Genoise sponges • Madeira cakes • Swiss rolls • produce multiple cakes of the same type that are consistent in quality, size, shape and appearance • integrate knowledge of: • quality indicators for ingredients • cookery methods for cakes and sponges • essential features, functions and safe use of food preparation equipment • food safety practices for handling and storing cakes and sponges • produce cakes within commercial time constraints.
Context of and specific resources for assessment	Assessment must ensure use of: • an operational pastry kitchen with the fixtures, large and small equipment and workplace documentarion defined in the Assessment Guidelines; this can be a: • real industry workplace • simulated industry environment such as a training kitchen servicing customers • industry-realistic ratios of kitchen staff to customers • food preparation lists and standard recipes • a variety of commercial ingredients for cakes and sponges.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing for and producing a range of cakes and sponges • evaluation of the taste and visual appeal of cakes produced by the individual • projects that allow assessment of the individual's ability to produce a variety of cakes and sponges for an event, function or meeting within designated deadlines • use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics • written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate

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	environmental storage conditions • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBSUS201A Participate in environmentally sustainable work practices • BSBWOR202A Organise and complete daily work activities • SITHCCC104 Package prepared foodstuffs • SITHCCC304 Produce and serve food for buffets • SITHCCC307 Prepare food to meet special dietary requirements • SITXFSA201 Participate in safe food handling practices • TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:	• deadlines • portion control • quantities to be produced • special customer requests • special dietary requirements • standard recipes.
Equipment may include:	• beaters • bowl cutters • cake tins and moulds • chopping boards • commercial mixers and attachments • cutting implements for nuts and fruits • graters • knives, including large serrated cake knives • measurers:

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- metric calibrated measuring jugs
- ovens
- piping bags and attachments
- serving tongs and trowels
- sets of stainless steel bowls
- scales
- serviceware
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Cakes and sponges include:

- basic aerated sponge
- fruit cake
- Genoise sponge
- Madeira cake
- Swiss roll
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Fillings may include:

- creams
- custard
- fresh and crystallised fruit
- fruit purées
- jams
- mousse
- nuts.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - salty
  - spicy
  - sweet
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy

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- crunchy
- fibrous
- intense
- marshmallow like
- moist
- mousse
- rich
- slippery
- smooth
- velvety.

Decorations may include:

- chocolate
- coloured and flavoured sugar
- fresh, preserved or crystallised fruits
- fruit purées
- glazes and jellies
- icings
- sprinkled icing sugar
- whole or crushed nuts.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

Unit Sector(s)

Hospitality

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Competency Field

Patisserie

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SITHPAT302 Produce gateaux, torten and cakes

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT005A Prepare and present gateaux, torten and cakes. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce, using standard recipes, specialist cakes and sponges which require finish, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialist cakes and sponges.

The making of basic cakes is covered in SITHPAT301 Produce cakes.

Application of the Unit

Specialised cakes include sponges, gateaux, torten, sweet pastes and meringues. This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes required. 3.3 Minimise waste to maximise profitability of cakes produced.
4. Cook specialist cakes and sponges.	4.1 Use cookery methods for ***specialist cakes and sponges*** and ***fillings*** to achieve desired product characteristics. 4.2 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.3 Select baking conditions, required oven temperature and bake cakes.

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	4.4 Cool cakes and sponges in appropriate conditions to retain optimum freshness and product characteristics.
	4.5 Store reusable by-products of food preparation for future cooking activities.
5. Fill specialist cakes and sponges.	5.1 Slice or layer sponges and cakes, fill and assemble, according to standard recipe specifications.
	5.2 Mask, cover or coat top and sides of sponges and cakes to achieve even, straight and smooth surfaces.
6. Decorate specialist cakes.	6.1 Ice and ***decorate*** sponges and cakes, according to standard recipes, using designs suited to the product and occasion.
	6.2 Apply icing to ensure a smooth and seamless finish.
	6.3 Visually evaluate cakes and ***adjust presentation*** before displaying.
	6.4 Mark, score or cut portion controlled cakes evenly and neatly to maximise yield and profitability of cakes produced.
7. Present and store specialist cakes.	7.1 Use suitable serviceware to attractively present cakes according to organisational standards.
	7.2 Display cakes in appropriate conditions to retain optimum freshness and product characteristics.
	7.3 Store cakes and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of cakes required
  - determine cooking times and temperatures
  - calculate the number of portions
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished cakes and make adjustments to ensure a quality product

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    - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
    - ingredients commonly used to produce specialist cakes and sponges
    - a variety of classical and contemporary specialist cakes and sponges
- product characteristics of a variety of classical and contemporary specialist cakes and sponges:
    - appearance
    - colour
    - consistency
    - crumb structure
    - moisture content
    - shape
    - taste
    - texture
- nutritional value of classical and contemporary specialist cakes and sponges
- historical and cultural derivations of a variety of specialist cakes and sponges
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for specialist cakes and sponges
- mise en place requirements for producing specialist cakes, sponges and fillings
- cookery methods for specialist cakes, sponges and fillings:
    - adding fats and liquids to dry ingredients
    - preparing and using pre-bake finishes and decorations
    - selecting and preparing appropriate cake tins and moulds
    - stirring and aerating to achieve required consistency and texture
    - using required amount of batter according to desired characteristics of finished products
    - weighing or measuring and sifting dry ingredients
    - whisking, folding, piping and spreading
- appropriate baking temperatures and cooking times for specialist cakes, sponges and fillings
- decoration techniques for specialist cakes and sponges:
    - fine icing techniques
    - cigarette paste decoration techniques
- equipment used to produce specialist cakes and sponges:
    - essential features and functions
    - safe operational practices

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- storage of cakes, sponges and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow standard recipes to produce and decorate specialist cakes and sponges including:
  - cakes and sponges used as bases
  - commercial sponges
  - Genoise sponges
  - sponge fingers
  - Swiss rolls
  - those for weddings, birthdays and special occasions
- produce multiple cakes of the same type that are consistent in quality, size, shape and appearance
- integrate knowledge of:
  - quality indicators for ingredients
  - cookery methods for specialist cakes and sponges
  - essential features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing cakes and sponges
- produce cakes within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for producing gateaux, torten and cakes; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers

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- food preparation lists and standard recipes
- a variety of commercial ingredients for specialist cakes and sponges.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of specialist cakes and sponges
- evaluation of the taste and visual appeal of cakes produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of specialist cakes and sponges for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs
- SITHCCC304 Produce and serve food for buffets
- SITHCCC307 Prepare food to meet special dietary requirements
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Equipment may include:

- beaters
- bowl cutters
- cake tins and moulds:
  - cake rings
  - croquembouche mould
  - D-shape cake log forms
  - form cake rings for individual petit gateaux
  - novelty cake tins and forms
- cake wheels
- chocolate thermometer
- chopping boards
- commercial mixers and attachments
- cutting implements for nuts and fruits
- graters
- icing and decorating equipment:
  - crimpers
  - decorative combs
  - fine icing sugar sieves
  - fine piping tubes
  - matfer-type stencils
- knives, including large serrated cake knives
- marble slab
- measurers:
  - metric calibrated measuring jugs
- ovens
- piping bags and attachments
- presentation equipment:
  - cake boards for individual and large gateaux
  - cake boxes
  - cake stands including multi-tier
  - doilies
  - gateaux serving tongs and trowels
  - mirrors

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- platters
- refrigerated cake display cases or towers

- range of saucepans and pots for small and large production
- saccharometer
- scales
- serviceware
- serving tongs and trowels
- sets of stainless steel bowls
- silicon mats
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Specialist cakes and sponges may include:

- cakes and sponges used as bases
- commercial sponge
- croquembouche
- gateaux
- Genoise sponge
- Meringues
- novelty cakes
- sponge fingers
- Swiss roll
- torten
- those:
  - derived from classical or contemporary recipes
  - for specific cultural feasts and celebrations, both religious and secular
  - for weddings, birthdays and special occasions
  - from various cultural origins.

Fillings may include:

- creams
- custard
- fresh or crystallised fruit
- fruit purées
- jams
- mousse
- nuts
- sweet pastes.

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Food quality adjustments may relate to:	• ratio of wet to dry ingredients
	• taste:
	  • salty
	  • spicy
	  • sweet
	• temperature
	• texture:
	  • a light or heavy mouth feel
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • intense
	  • marshmallow like
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

Decorations may include:	• chocolate • coloured and flavoured sugar • fresh, preserved or crystallised fruits • fruit purées • glazes and jellies • icings • marzipan coatings • sprinkled icing sugar • whole or crushed nuts.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Environmental conditions relates	• atmosphere

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to appropriate:	• humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT303 Produce pastries

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT001A Prepare and produce pastries. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce pastries and pastry products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill and decorate pastries.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of pastries required. 3.3 Minimise waste to maximise profitability of pastries produced.
4. Cook pastries.	4.1 Prepare pastes to standard recipes. 4.2 Use cookery methods for ***pastries*** and ***fillings*** to achieve desired product characteristics. 4.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.4 Select baking conditions, required oven temperature and bake pastries to achieve desired product characteristics. 4.5 Cool pastries in appropriate conditions to retain optimum freshness and product characteristics. 4.6 Store reusable by-products of food preparation for future cooking activities.
5. Decorate, present and store pastry products.	5.1 Enhance appearance and taste of pastries using suitable fillings, icings and ***decorations***, according to standard recipes. 5.2 Visually evaluate pastries and ***adjust presentation*** before

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displaying.

5.3 Use suitable serviceware to attractively present pastries according to organisational standards.

5.4 Display pastries in appropriate conditions to retain optimum freshness and product characteristics.

5.5 Store pastries and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of pastries required
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished pastries and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce pastries and pastry products
  - a variety of classical and contemporary pastries and pastry products
- product characteristics of a variety of classical and contemporary pastries and pastry products:
  - appearance
  - colour
  - consistency
  - crust stability

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  - crust structure
  - moisture content
  - shape
  - taste
  - texture
- nutritional value of a variety of classical and contemporary pastries and pastry products
- historical and cultural derivations of a variety of pastries and pastry products
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for pastries and pastry products
- mise en place requirements for producing pastries, pastry products and fillings
- cookery methods for pastries, pastry products and fillings:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting and moulding
  - kneading and handling
  - preparing and using fillings
  - preparing and using pre-bake and post-bake finishes and decorations
  - resting
  - rolling
  - stirring and aerating to achieve required consistency and texture
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate baking temperatures and cooking times for pastries, pastry products and fillings
- equipment used to produce pastries and pastry products:
  - essential features and functions
  - safe operational practices
- storage of pastries and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for	Evidence of the ability to:

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assessment and evidence required to demonstrate competency in this unit

- follow standard recipes to produce, fill and decorate pastries and pastry products including a selection from each of the following categories:
  - 1. Short and sweet paste:
    - flans
    - tarts
    - fruit tartlets
  - 2. Scotch shortbread:
    - Viennese wafers
    - Linzer and other slices
    - savoury and sweet pies
  - 3. Choux paste:
    - profiteroles
    - éclairs
  - 4. Puff paste:
    - milles feuilles
    - palmiers
    - quiches
    - gateaux pithiviers
    - bouchées
    - cream horns
  - 5. Filo or strudel
- produce a quantity of pastries and pastry products of the same type that are consistent in quality, size, shape and appearance
- integrate knowledge of:
  - quality indicators for ingredients
  - cookery methods for pastries and pastry products
  - essential features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing pastries and pastry products
- produce pastries and pastry products within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers

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- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for pastries and pastry products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of pastries and pastry products
- evaluation of the taste and visual appeal of pastries produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of pastries and pastry products for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs
- SITHCCC304 Produce and serve food for buffets
- SITHCCC307 Prepare food to meet special dietary requirements
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Equipment may include:

- baking sheets
- beaters
- bowl cutters
- chopping boards
- commercial mixers and attachments
- cutting implements
- deck ovens
- graters
- knives, including large serrated cake knives
- ladles in a variety of sizes
- pastry cutters and shapes
- measurers:
  - metric calibrated measuring jugs
- moulds, shapes and cutters
- ovens
- piping bags and attachments
- range of saucepans and pots for small and large production
- scales
- serviceware
- serving tongs and trowels
- sets of stainless steel bowls
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Pastries may include:

- short and sweet paste, including:
  - flans

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- tarts
- fruit tartlets

- Scotch shortbread, including:
  - Viennese wafers
  - Linzer and other slices
  - savoury and sweet pies
- choux paste, including:
  - profiteroles
  - éclairs
  - croquembouche
  - Saint Honoré
- puff paste, including:
  - milles feuilles
  - palmiers
  - quiches
  - gateaux pithiviers
  - bouchées
  - cream horns
- filo or strudel
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Fillings may include:

- savoury fillings using:
  - bacon
  - cheese
  - fish
  - ham
  - meat
  - poultry
  - vegetables
- sweet fillings:
  - chocolate
  - cream
  - custard
  - fresh or crystallised fruit and fruit purées
  - meringue
  - whole or crushed nuts.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:

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- salty
- spicy
- sweet
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - intense
  - marshmallow like
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

Decorations may include:

- fresh, preserved or crystallised fruits
- fruit purées
- glazes
- icings
- jellies
- sprinkled icing sugar
- whole or crushed nuts.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature

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- use of containers
- ventilation.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT304 Produce yeast based bakery products

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHPAT003A Prepare and produce yeast goods. Created by merging two units with duplicated and confused intent SITHPAT003A Prepare and produce yeast goods and SITHPAT004A Prepare bakery products for patisseries.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce yeast based bakery products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate sweet and savoury breads, rolls, buns and yeast raised pastries.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of yeast goods required. 3.3 Minimise waste to maximise profitability of yeast goods produced.
4. Prepare yeast based doughs.	4.1 Prepare ***yeast based doughs*** to correct consistency and shape and according to standards recipes. 4.2 Prove products according to specified temperature and other conditions.
5. Cook yeast goods.	5.1 Use cookery methods for ***yeast based bakery products*** and ***fillings*** to achieve desired product characteristics. 5.2 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 5.3 Select baking conditions, required oven temperature and bake yeast based bakery products. 5.4 Cool yeast based bakery products in appropriate conditions to retain optimum freshness and product characteristics. 5.5 Store reusable by-products of food preparation for future

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	cooking activities.
6. Decorate present and store yeast goods.	6.1 Enhance appearance and taste of yeast based bakery products using suitable fillings, icings and ***decorations***, according to standard recipes. 6.2 Visually evaluate yeast goods and ***adjust presentation***. 6.3 Use suitable serviceware to attractively present yeast based bakery products according to organisational standards. 6.4 Display yeast based bakery products in appropriate conditions to retain optimum freshness and product characteristics. 6.5 Store yeast based bakery products and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of bakery products required
  - determine cooking times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished bakery products and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce yeast based bakery products
  - a variety of classical and contemporary yeast based bakery products
- product characteristics of a variety of classical and contemporary yeast based bakery products:

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  - appearance
  - colour
  - consistency
  - crumb structure
  - moisture content
  - shape
  - taste
  - texture
- nutritional value of classical and contemporary yeast based bakery products
- historical and cultural derivations of a variety of yeast based bakery products
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for yeast based bakery products
- properties of yeast:
  - interaction with other ingredients
  - changes brought about by yeast and effects on final food product characteristics
  - fermentation and dough development processes
  - control of yeast action
- mise en place requirements for producing yeast based bakery products
- cookery methods for yeast based bakery products:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting, shaping and moulding
  - incorporating fat
  - kneading and handling
  - preparing and using fillings
  - preparing and using pre-bake finishes and decorations
  - preparing and using types of yeast
  - rolling
  - selecting and preparing appropriate moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate baking temperatures and cooking times for yeast based bakery products
- equipment used to produce yeast based bakery products:
  - essential features and functions
  - safe operational practices
- storage of yeast based bakery products and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety

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- appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow standard recipes to produce and decorate sweet and savoury yeast based bakery products including a selection from each of the following two categories:
  - 1. Breads and buns:
    - Bath buns
    - bread rolls
    - breakfast breads
    - dinner rolls
    - hot cross buns
    - lunch rolls
    - speciality breads
  - 2. Yeast-raised pastries:
    - Danish pastries
    - croissants
    - brioche
    - küchen
    - babas
    - savarins.
- produce a quantity of yeast based bakery products of the same type that are consistent in quality, size, shape and appearance
- integrate knowledge of:
  - quality indicators for ingredients
  - cookery methods for yeast based bakery products
  - essential features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing yeast based bakery products
  - produce yeast goods within commercial time constraints.

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Context of and specific resources for assessment

Assessment must ensure use of:

- an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for yeast based bakery products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of yeast based bakery products
- evaluation of the taste and visual appeal of yeast goods produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of yeast based bakery products for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of yeast properties, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs
- SITHCCC304 Produce and serve food for buffets
- SITHCCC307 Prepare food to meet special dietary requirements

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- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Equipment may include:

- baking sheets
- beaters
- bowl cutters
- chopping boards
- commercial mixers and attachments
- cutting implements
- graters
- knives, including large serrated cake knives
- ladles in a variety of sizes
- marble bench
- measurers:
  - metric calibrated measuring jugs
- moulds, shapes and cutters
- ovens
- pastry cutters and shapes
- piping bags and attachments
- proofer
- range of saucepans and pots for small and large production
- serving tongs and trowels
- scales
- serviceware
- sets of stainless steel bowls
- spatulas

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- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Yeast based doughs include those for:

- basic breads and buns
- yeast-raised pastries.

Yeast based bakery products include:

- sweet and savoury:
  - breads
  - rolls
  - buns
- breads and buns including:
  - baguettes
  - Bath buns
  - bread rolls
  - breakfast breads
  - dinner rolls
  - hot cross buns
  - lunch rolls
  - speciality breads
- yeast-raised pastries including:
  - Danish pastries
  - croissants
  - brioche
  - küchen
  - babas
  - savarins
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Fillings may include:

- chocolate
- cream:
  - butter
  - fresh
  - cheese
  - wine
- custard
- frangipane

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- ganache
- fresh or crystallised fruit and fruit purées
- jam
- savoury fillings using:
  - bacon
  - cheese
  - fish
  - ham
  - meat
  - poultry
  - vegetables
- spices
- whole or crushed nuts.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - salty
  - spicy
  - sweet
- temperature
- texture:
  - a light or heavy mouth feel
  - clean
  - creamy
  - crispy
  - crunchy
  - fibrous
  - intense
  - marshmallow like
  - moist
  - mousse
  - rich
  - slippery
  - smooth
  - velvety.

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Decorations may include:	• coloured and flavoured sugar • fresh, preserved or crystallised fruits • fruit purées • glazes • icings • jellies • nuts • seeds • sprinkled icing sugar • whole or crushed nuts.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	  • wiping drips or spills.

Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT305 Produce petits fours

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT007A Prepare and display petits fours. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce, using standard recipes, specialist petits fours which require finish, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialist petits fours.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ***ingredients*** according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of ***petits fours*** required. 3.3 Minimise waste to maximise profitability of petits fours produced.
4. Cook bases, fillings and coatings.	4.1 Use cookery methods for ***bases***, ***fillings and coatings*** to achieve desired product characteristics. 4.2 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.3 Pipe a selection of small choux paste shapes. 4.4 Prepare and blind bake sweet paste in small moulds or tins in a variety of shapes. 4.5 Select baking conditions, required oven temperature and bake petits four bases. 4.6 Cool bases in appropriate conditions to retain optimum freshness and product characteristics.

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	4.7 Store reusable by-products of food preparation for future cooking activities.
5. Prepare iced petits fours.	5.1 Cut sponges and bases into a variety of shapes. 5.2 Fill and assemble petits fours according to standard recipe specifications. 5.3 Prepare icing at the correct temperature. 5.4 Ice petits fours with icing of a consistency that achieves required coating thickness and surface gloss. 5.5 Apply icing to ensure a smooth and seamless finish. 5.6 Design and use ***decorations*** that enhance flavour and eye appeal.
6. Prepare fresh petits fours.	6.1 Select pre-cooked small choux and sweet pastry shapes. 6.2 Fill and assemble fresh petits fours according to standard recipe specifications. 6.3 Use appropriate garnishes, glazes and finishes to enhance flavour and eye appeal.
7. Prepare marzipan petits fours.	7.1 Flavour and colour marzipan according to the recipe and soften with egg whites if required. 7.2 Pipe or model marzipan by hand or shape with the aid of moulds to produce mini size fruits. 7.3 Seal marzipan fruits with cocoa butter or food lacquer using applied heat to preserve desired eating characteristics.
8. Prepare caramelised petits fours.	8.1 Select and coat fresh fruits or fruit segments with pale amber coloured caramel. 8.2 Sandwich dried fruits or nuts or fill with flavoured marzipan and coat with pale amber coloured caramel.
9. Present and store petits fours.	9.1 Visually evaluate petits fours and ***adjust presentation*** before displaying. 9.2 Use suitable ***receptacles*** to attractively present petits fours according to organisational standards. 9.3 Display petits fours in appropriate conditions to retain optimum freshness and product characteristics. 9.4 Store petits fours and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage

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- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer's instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of petits fours required
  - determine cooking times and temperatures
  - calculate the number of portions
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished petit fours and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce petits fours
  - a variety of classical and contemporary petits fours
- product characteristics of a variety of classical and contemporary petits fours:
  - appearance
  - colour
  - consistency
  - crumb structure
  - moisture content
  - shape
  - size
  - taste
  - texture
- nutritional value of classical and contemporary petits fours
- historical and cultural derivations of a variety of petits fours
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for petits fours
- mise en place requirements for producing petits fours and fillings
- cookery methods for petits fours and fillings:
  - adding fats and liquids to dry ingredients
  - adding flavourings or colourings
  - blind baking sweet paste in small moulds

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  - piping of choux pastry into small shapes
  - preparing and using pre-bake finishes and decorations
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter and paste according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate cooking temperatures and times for petits fours and fillings
- decoration techniques for petits fours:
  - cocoa mass screen techniques
  - cigarette paste decoration techniques
- equipment used to produce petits fours:
  - essential features and functions
  - safe operational practices
- storage of petit fours and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• follow standard recipes to produce and decorate petits fours including:
	  • caramelised petits fours
	  • fresh petits fours
	  • marzipan-based petits fours
	  • petits fours glacés
	• produce a quantity of petits fours of the same type that are consistent in quality, size, shape and appearance
	• integrate knowledge of:
	  • quality indicators for ingredients
	  • cookery methods cookery methods for petits fours
	  • essential features, functions and safe use of food

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preparation equipment
    - food safety practices for handling and storing petit fours
- produce petits fours within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for producing petit fours; this can be a:
    - real industry workplace
    - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for petits fours.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of petits fours
- evaluation of the taste and visual appeal of petits fours produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of petits fours for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs

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- SITHPAT301 Produce cakes
- SITHPAT303 Produce pastries
- SITXFSA201 Participate in safe food handling practices
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Equipment may include:

- beaters
- bowl cutters
- cake wheels
- chocolate thermometer
- chopping boards
- commercial mixers and attachments
- cutting implements for nuts and fruits
- deck ovens
- dipping forks
- graters
- icing and decorating equipment:
  - chocolate spray gun
  - crimpers
  - decorative combs
  - fine icing sugar sieves
  - fine paint brushes
  - fine piping tubes
  - matfer-type stencils
  - silk screens
- knives, including large serrated cake knives
- marble slab
- measurers:

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- metric calibrated measuring jugs
- ovens
- petit four cutters
- petit four dipping racks
- petit four moulds
- piping bags and attachments
- presentation equipment:
  - cake boards
  - cake boxes
  - cake stands including multi-tier
  - doilies
  - mirrors
  - petit four paper cases
  - platters
  - refrigerated cake display cases or towers
- saccharometer
- scales
- serviceware
- serving tongs and trowels
- sets of stainless steel bowls
- silicon mats
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks
- wire cooling racks.

Ingredients may include those for:

- caramel
- choux bases
- decorations
- fillings
- icing
- marzipan
- sponge bases.

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Petits fours may include:	• caramelised petits fours:
	  • filled
	  • fresh or dried fruit
	  • fresh or dried nuts
	  • unfilled
	• fresh petits fours:
	  • choux paste base
	  • sweet paste base
	• marzipan-based petits fours:
	  • coloured
	  • flavoured
	  • modelled by hand
	  • sealed with cocoa butter or food lacquer
	  • shaped with the aid of moulds
	• petits fours glacés including sponge bases.

Bases may include:	• choux pastry • sponge • sweet pastry.

Fillings may include:	• flavoured:
	  • cream
	  • custard
	  • ganache.

Coatings may include:	• caramel • cocoa butter • food lacquer.

Food quality adjustments may relate to:	• ratio of wet to dry ingredients
	• taste:
	  • salty
	  • spicy
	  • sweet
	• temperature
	• texture:
	  • a light or heavy mouth feel
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • intense

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- marshmallow like
- moist
- mousse
- rich
- slippery
- smooth
- velvety.

Decorations may include:

- chocolate
- fresh fruits
- glazes.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Receptacles may include:

- those made from edible and non-edible materials, including:
  - ceramic
  - chocolate
  - croquant
  - crystal
  - glass
  - metallic platters and trays
  - sugar lace
  - tulip paste.

Environmental conditions relates to appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

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Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT306 Produce desserts

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit. Created by merging three units to avoid duplication SITHCCC013A Prepare hot and cold desserts, SITHPAT006A Present desserts and SITHPAT009A Prepare desserts to meet special dietary requirements.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce hot, cold and frozen desserts following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts.

Application of the Unit

The term ‘dessert’ is commonly used for a sweet course or option in a meal or as a stand-alone item with a beverage. In some organisations, the term ‘sweets’ may be used.

This unit applies to hospitality and catering organisations which produce and serve desserts including hotels, restaurants, clubs and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of desserts required. 3.3 Minimise waste to maximise profitability of desserts produced.
4. Prepare desserts and sauces.	4.1 Produce ***desserts*** using cookery methods to achieve desired product characteristics. 4.2 Follow special dietary recipes to produce desserts for those with ***special dietary requirements***. 4.3 Produce hot and cold ***sauces*** to desired consistency and flavour. 4.4 Use ***thickening agents*** suitable for sweet sauces. 4.5 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 4.6 Store reusable by-products of food preparation for future cooking activities.

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5. Portion, present and store desserts.	5.1 Portion desserts to maximise yield and profitability of food production. 5.2 Use ***accompaniments*** that balance and enhance taste and texture of desserts. 5.3 Select ***garnishes and decorations*** with flavours and textures that complement desserts. 5.4 Plate desserts, accompaniments and garnishes attractively, with artistic flair, appropriate for the occasion and the item. 5.5 Plate and decorate desserts for practicality of service and customer consumption. 5.6 Visually evaluate desserts and ***adjust presentation*** before serving. 5.7 ***Display*** desserts with appropriate sauces and garnishes. 5.8 Store desserts and reusable by-products in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of desserts required
  - determine cooking times and temperatures
  - calculate the number of portions
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished desserts and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

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- culinary terms and trade names for:
  - ingredients commonly used to produce desserts
  - substitute ingredients used to produce desserts with special dietary recipes
  - a variety of classical and contemporary desserts
- culinary terms and meaning for food produced with special dietary recipes:
  - diabetic
  - gluten free
  - low fat
  - sugar free
  - vegan
- meaning of:
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements
- product characteristics of a variety of classical and contemporary desserts:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - structure
  - taste
  - texture
- nutritional value of classical and contemporary desserts
- historical and cultural derivations of a variety of desserts
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for desserts
- mise en place requirements for producing desserts
- cookery methods for desserts:
  - adding fats and liquids to dry ingredients
  - baking
  - chilling
  - flambé
  - freezing
  - poaching
  - reducing
  - selecting and preparing appropriate dessert moulds
  - steaming
  - stewing

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  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- appropriate cooking temperatures and times for desserts
- techniques to garnish, decorate, plate and present attractive desserts
- equipment used to produce desserts:
  - essential features and functions
  - safe operational practices
- storage of desserts and re-usable by products of their preparation:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- follow recipes to produce a variety of desserts including desserts using special recipes for those with special dietary requirements
- present desserts, accompaniments and garnishes attractively and decoratively
- produce multiple desserts that are consistent in quality, size, shape and appearance
- integrate knowledge of:
  - quality indicators for ingredients
  - cookery methods for desserts
  - essential features, functions and safe use of food preparation equipment
  - food safety practices for handling and storing desserts
  - produce desserts for multiple customers within commercial time constraints.

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Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial or pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for producing desserts; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- food preparation lists, standard recipes and those for special dietary requirements
- a variety of commercial ingredients for desserts.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of desserts
- evaluation of the taste and visual appeal of desserts produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of desserts for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, cookery methods and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR202A Organise and complete daily work activities
- SITHCCC104 Package prepared foodstuffs
- SITHCCC304 Produce and serve food for buffets
- SITHCCC307 Prepare food to meet special dietary requirements

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- SITXFSA201 Participate in safe food handling practice
- TLIE1005A Carry out basic workplace calculations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary requirements
- standard recipes.

Ingredients may include:

- fat-free
- low-carbohydrate
- low-fat
- low gluten
- low-kilojoule
- low-sugar
- substitutes:
  - gluten-free flour
  - yeast-free flour
  - non-sugar sweeteners
- sugar-free
- those:
  - for special dietary recipes
  - for standard recipes
  - without known allergic reactions
- vegan.

Equipment may include:

- acetate plastic sheets
- beaters
- blenders
- bowl cutters
- chopping boards
- commercial mixers and attachments
- cutting implements for nuts and fruits
- decorating equipment:

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    - blow torch
    - chocolate spray gun
    - fine icing sugar sieves
    - fine piping tubes
    - icing and cocoa powder dusters
    - matfer-type stencils
    - silk screens
    - templates
- deep-fryer
- dessert serviceware:
    - dessert plates
    - dishes
    - glasses
    - bowl
    - coupes
    - cutlery
- fine and heavy gauge whisks and strainers
- fine icing sugar sieves
- fluted and plain flan rings
- graters
- gratin dishes
- ice makers
- ice-cream machines
- individual novelty mousse cake tins and forms
- industrial strength food processor, such as robot coupe
- juicers
- knives, including large serrated cake knives
- ladles in a variety of sizes
- measurers:
    - metric calibrated measuring jugs
- mixers
- moulds and dishes:
    - tartlet
    - bombe
    - charlotte
    - darioles
- ovens
- pans:
    - crepe

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    - omelette
    - blini
- piping bags and attachments
- portion control markers
- ramekins
- range of saucepans and pots for small and large production
- salamander
- scales
- scoops
- serving tongs and trowels
- sets of stainless steel bowls
- skewers:
    - metal
    - bamboo
- soufflé cups
- spatulas
- spoons:
    - wooden spoons
    - large plain and slotted metal spoons
- steamer:
    - combi oven
    - sand-alone steamer
    - Chinese steamer
- storage containers and trays
- sweets trolley or dessert buffet table
- vitamisers
- whisks
- wire cooling racks.

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Desserts may include:

- bavarois
- bombe
- charlotte
- cold
- crepes
- custards and creams
- hot
- flans
- friandises
- fritters
- frozen
- ice-cream
- meringues
- mousse
- omelettes
- parfait
- pies
- prepared fruit
- puddings
- sabayon
- sorbet
- soufflé
- tarts
- those:
  - derived from classical or contemporary recipes
  - from various cultural origins.

Special dietary requirements may include:

- diabetic
- exclusions for allergies and food intolerance
- gluten-free
- high or low-energy
- high or low-protein
- high-fibre
- lacto-ovo
- low-cholesterol
- low-fat
- modified sodium or potassium
- modified texture
- nutritional requirements
- portion size
- vegan
- yeast free.

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Sauces may include:	• chocolate-based sauces • coulis • custards and crèmes • flavoured butters and creams • fruit purées, sauces and coulis • fruit syrups • sabayon and zabaglione • sugar syrups.
Thickening agents for sweet sauces may include:	• breadcrumbs • cornflour, arrowroot and potato starch • eggs and egg yolks • flour • gluten free flours • modified starch • roux • yeast free flours.

Food quality adjustments may relate to:	• ratio of wet to dry ingredients
	• taste:
	  • spicy
	  • sweet
	• temperature
	• texture:
	  • a light or heavy mouth feel
	  • clean
	  • creamy
	  • crispy
	  • crunchy
	  • fibrous
	  • intense
	  • marshmallow like
	  • moist
	  • mousse
	  • rich
	  • slippery
	  • smooth
	  • velvety.

Accompaniments may include:	• cream • ice cream • sauces.
Garnishes and decorations may	• coloured and flavoured sugar

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include:	• fresh, preserved or crystallised fruits • friandises • jellies • shaved chocolate • sprinkled icing sugar • whole or crushed nuts.

To ***adjust presentation*** may involve:	• changing accompaniments and garnishes to maximise eye appeal:
	  • balance
	  • colour
	  • contrast
	• changing plated food for practicality of:
	  • customer consumption
	  • service
	• wiping drips or spills.

Display may involve use of:	• display cabinets, including temperature-controlled cabinets • dessert trolleys.
Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT401 Prepare and model marzipan

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT008A Prepare and model marzipan. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare marzipan from manufactured marzipan paste, produce and decorate a variety of modelled figures, shapes and flowers and to ice specialised cakes with marzipan.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist patisserie products including hotels, restaurants and patisseries.

The preparation and modelling of marzipan is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select, portion and prepare ingredients.	1.1 Identify and select ingredients from stores according to food preparation lists, recipe, quality, freshness and stock rotation requirements. 1.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of marzipan required. 1.3 Minimise waste to maximise profitability of food items produced.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Prepare modelling marzipan.	3.1 Combine ***ingredients*** to create a smooth paste of a consistency best suited to modelling marzipan. 3.2 Flavour and colour marzipan according to the recipe or design requirements. 3.3 Identify taste, texture and consistency problems and make ***adjustments*** to maintain desired product characteristics.
4. Prepare moulded and modelled shapes.	4.1 Model marzipan by hand or shape with the aid of moulds to produce variety of figures, shapes and flowers. 4.2 Use appropriate colourings, decorations and coating agents to enhance appearance and presentation. 4.3 ***Seal*** finished shapes to preserve freshness, eating characteristics and appearance. 4.4 Visually evaluate finished marzipan shapes and ***adjust presentation***. 4.5 Store marzipan products in the appropriate ***environmental conditions***.
5. Use marzipan to	5.1 Ensure surface of items to be covered is level and smooth.

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cover cakes, gateaux, torten and petits fours.	5.2 Roll out marzipan to specified size and thickness. 5.3 Apply marzipan ensuring a smooth and seamless finish.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations
- numeracy skills to:
  - weigh and measure ingredients for the quantity of marzipan required
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished marzipan shapes and make adjustments to ensure a quality product
  - adjust taste, texture and consistency marzipan according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to make marzipan icing and model marzipan shapes
  - a variety of classical and contemporary marzipan shapes and icings
- product characteristics of a variety of classical and contemporary marzipan shapes and icings:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - structure
  - taste
  - texture

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- historical and cultural derivations for the use of marzipan icing and decorations
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for marzipan
- mise en place requirements for modelling and moulding marzipan
- techniques to model and mould marzipan shapes
- equipment used to model and mould marzipan shapes:
  - essential features and functions
  - safe operational practices
- storage of marzipan shapes and icing:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• model marzipan to produce a variety of figures, shapes and flowers
	• produce a quantity of modelled shapes that are consistent in quality, size, shape and appearance
	• ice a variety of specialised cakes with marzipan
	• integrate knowledge of:
	  • quality indicators for ingredients
	  • techniques to model and mould marzipan shapes
	  • essential features, functions and safe use of marzipan modelling and moulding equipment
	  • food safety practices for handling and storing marzipan
	• model marzipan shapes and ice cakes within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of:
	• an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing and modelling marzipan; this can be a:
	  • real industry workplace
	  • simulated industry environment such as a training

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kitchen servicing customers

- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for marzipan icing and modelled and moulded shapes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing marzipan and modelling and moulding a variety of figures, shapes and flowers
- evaluation of the taste and visual appeal of marzipan shapes produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of cakes and sponges iced with marzipan and decorated with marzipan shapes for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of culinary terms, quality indicators for ingredients, equipment, modelling techniques and appropriate environmental storage conditions
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHPAT302 Produce gateaux, torten and cakes
- SITHPAT305 Produce petits fours
- SITHPAT404 Design and produce sweet buffet showpieces
- SITXFSA201 Participate in safe food handling practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Equipment may include:

- chocolate thermometer
- chopping boards
- commercial mixers and attachments
- icing and decorating equipment:
  - aerosol and airbrush
  - chocolate spray gun
  - fine paint brushes
- knives, including large serrated cake knives
- marble slab
- marzipan modelling tools and moulds:
  - crimpers
  - dipping forks
  - fine icing sugar sieves
  - fine piping tubes
  - leaf, flower and petal cutters
  - novelty moulds
  - piping tubes
  - textured boards
  - textured rolling pins
- marzipan refiner or high powered food processor, such as robot coupe
- measurers:
  - metric calibrated measuring jugs
- piping bags and attachments
- presentation equipment:
  - cake boards
  - cake boxes
  - cake stands including multi-tier
  - doilies
  - mirrors
  - platters
  - refrigerated cake display cases or towers
- range of saucepans and pots for small and large production
- saccharometer
- serving tongs and trowels
- sets of stainless steel bowls
- scales
- silicon mats
- spatulas
- spoons:

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- wooden spoons
- large plain and slotted metal spoons
- storage containers and trays.

Ingredients include:

- glucose syrup
- manufactured marzipan paste
- pure icing sugar.

Adjustments may include:

- adding extra:
  - colouring
  - flavour
  - sweetener
  - wet and dry ingredients.

Seal may be:

- cocoa butter
- food lacquer
- glaze.

To ***adjust presentation*** may involve:

- changing accompaniments and garnishes to maximise eye appeal:
  - balance
  - colour
  - contrast
- changing plated food for practicality of:
  - customer consumption
  - service
- wiping drips or spills.

Environmental conditions may involve:

- appropriate:
  - atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation
- avoiding excessive crust formation, drying out and hardening.

Unit Sector(s)

Hospitality

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Competency Field

Patisserie

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SITHPAT402 Produce chocolate confectionery

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHCCC022A Prepare chocolate and chocolate confectionery. Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment. Moved to Patisserie competency field to better reflect specialist content of this unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to temper couverture (pure coating chocolate) to produce individual chocolates. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to mould and fill individual chocolates with hard or soft fillings and centres.

Application of the Unit

This unit applies to hospitality and catering organisations which produce, display and serve specialist patisserie products including hotels, restaurants, patisseries and chocolatiers.

The preparation and moulding of individual chocolates is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:

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SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select ingredients.	1.1 Confirm ***food production requirements*** from food preparation list and standard recipes. 1.2 Calculate ingredient amounts according to requirements. 1.3 Identify and select ***ingredients*** from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of the correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions. 2.4 Protect polished chocolate moulds from ***contamination***. 2.5 Keep chocolate moulds at an appropriate and constant temperature.
3. Portion and prepare ingredients.	3.1 Sort and assemble ingredients for ***chocolate confectionery*** according to the sequencing of food production. 3.2 Weigh and measure wet and dry ingredients according to the recipe and quantity of chocolates required. 3.3 Minimise waste to maximise profitability of chocolates produced.
4. Temper couverture.	4.1 Use tempering methods and appropriate temperatures to melt and temper couverture. 4.2 Manipulate couverture to the correct viscosity and desired flow properties to achieve desired colour, gloss, sheen and snap on solidification.

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	4.3 Control the temperature to retain workable consistency.
5. Prepare centres and fillings.	5.1 Use cookery methods for ***centres and fillings*** to achieve full flavoured, interesting and natural characteristics. 5.2 Manipulate ingredients at correct temperature to achieve the correct viscosity and consistency. 5.3 Follow standard recipes and make ***food quality adjustments*** within scope of responsibility. 5.4 Prepare centres of precisely uniform shapes and sizes.
6. Make moulded chocolates.	6.1 Select tempered couverture to match fillings. 6.2 Set tempered couverture in moulds to achieve even and appropriate thickness free from marks or air bubbles. 6.3 Insert fillings to a level surface and allow space for seal. 6.4 Seal with a layer of chocolate of appropriate thickness. 6.5 Cool, de mould chocolates and handle carefully to retain a glossy surface.
7. Coat chocolate centres.	7.1 Select tempered couverture to match centres. 7.2 Bring centres to be coated to the correct temperature. 7.3 Use methods to coat centres to achieve an even and appropriate thickness with a uniform quality finish.
8. Decorate, present and store chocolates.	8.1 Decorate chocolates attractively, according to standard recipes, using designs suited to the product. 8.2 Use suitable serviceware to attractively present chocolates according to organisational standards. 8.3 Display chocolates in appropriate conditions to retain optimum freshness. 8.4 Store chocolates in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to minimise wastage
- literacy skills to:
  - read and comprehend food preparation lists, standard recipes, date code and stock rotation labels and manufacturer instructions for equipment
  - write notes on recipe requirements and calculations

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- numeracy skills to:
  - weigh and measure ingredients for the quantity of chocolates required
  - determine tempering times and temperatures
- planning and organising skills to efficiently sequence the stages of food preparation and production
- problem-solving skills to:
  - evaluate quality of ingredients and finished chocolates and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce chocolate confectionery
  - a variety of classical and contemporary individual chocolates
- historical and cultural derivations of a variety of chocolates
- contents of stock date codes and rotation labels
- indicators of freshness and quality of stocked ingredients for chocolates
- mise en place requirements for producing chocolate confectionery
- tempering methods for couverture:
  - controlling the formation of seed crystals
  - tabling method
  - use of heated water jackets
  - use of microwave
  - vaccination or addition method
- appropriate temperatures to melt and temper couverture
- properties of tempered couverture:
  - flow properties
  - setting properties
  - viscosity
- product characteristics of solidified couverture:
  - colour
  - gloss
  - sheen
  - snap
- methods to coat centres:
  - hand coating
  - hand dipping
  - machine enrobed

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- complementary tastes and textures of dark, milk and white couverture for fillings and centres
- decoration techniques for individual chocolates
- equipment used to produce chocolate confectionery:
  - essential features and functions
  - methods used to protect polished chocolate moulds from contamination and damage
  - safe operational practices
- storage of ingredients and individual chocolates:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- temper couverture, prepare, mould and coat a variety of centres and fillings to produce a range of individual chocolates
- produce a quantity of individual chocolates of the same types that are consistent in quality, size, shape and appearance
- integrate knowledge of the:
  - quality indicators for ingredients
  - tempering methods for couverture
  - appropriate temperatures to melt and temper couverture
  - product characteristics of solidified couverture
  - essential features, functions and safe use of chocolate preparation equipment
  - food safety practices for handling and storing chocolate ingredients and chocolates
  - produce individual chocolates within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational commercial or pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines

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including specific equipment for producing chocolate confectionery; this can be a:

- real industry workplace
- simulated industry environment such as a training kitchen servicing customers

- industry-realistic ratios of kitchen staff to customers
- food preparation lists and standard recipes
- a variety of commercial ingredients for chocolate confectionery.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing for and producing a range of individual chocolates
- evaluation of the taste and visual appeal of individual chocolates produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of individual chocolates and sponges for an event, function or meeting within designated deadlines
- use of visual and taste recognition exercises so the individual can identify ingredient and product characteristics
- written or oral questioning to assess knowledge of:
  - culinary terms
  - quality indicators for ingredients
  - tempering methods for couverture
  - appropriate temperatures to melt and temper couverture
  - product characteristics of solidified couverture
  - appropriate environmental storage conditions
  - review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC304 Produce and serve food for buffets
- SITHPAT404 Design and produce sweet buffet showpieces
- SITXFSA201 Participate in safe food handling practices.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food production requirements may include:

- deadlines
- portion control
- quantities to be produced
- special customer requests
- special dietary needs
- standard recipes.

Ingredients may include:

- compound chocolate
- couverture (pure coating chocolate):
  - dark
  - milk
  - white
- those to create centres and fillings
- wet and dry supplies.

Equipment may include:

- brushes
- beaters
- blenders
- bowl cutters
- chopping boards
- commercial mixers and attachments
- couverture chocolate moulds
- cutting implements for nuts and fruits
- double bain marie
- graters
- ladles in a variety of sizes
- marble slab
- measurers:
  - metric calibrated measuring jugs
- microwave
- mixers
- piping bags and attachments
- range of saucepans and pots for small and large production
- scales
- scourers
- sets of stainless steel bowls

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- spatulas
- specialty scrapers
- sponges
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- warming area
- whisks.

Protecting mould from ***contamination*** may involve:

- ensuring that the polished surface is:
  - clean, polished and free of dust or residue
  - untouched by bare fingers
- untouched by objects that may dull, scratch or damage it.

Chocolate confectionery includes:

- individual chocolates that may be:
  - cut or dressed
  - hand coated
  - machine enrobed
  - made using prepared hollow shells
  - moulded
- individual chocolates with:
  - hard centres
  - soft centres
  - fillings.

Centres and fillings may include:

- caramel
- croquant
- flavoured fondant
- ganache
- jellies
- liqueurs
- marzipan
- nougat
- nuts and fruits.

Food quality adjustments may relate to:

- ratio of wet to dry ingredients
- taste:
  - salty
  - spicy
  - sweet
- temperature
- texture:

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	• a light or heavy mouth feel • clean • creamy • crispy • crunchy • intense • marshmallow like • mousse • rich • slippery • smooth • velvety.
Environmental conditions relates to appropriate:	• atmosphere • humidity • light • packaging • temperature • use of containers • ventilation.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT403 Model sugar based decorations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHPAT010A Prepare and display sugar work. Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Content about producing displays (centrepieces or showpieces) duplicates content of SITHPAT404 Design and produce sweet buffet showpieces and has been removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare liquid sugar and to model sugar based decorations for cakes and desserts. It requires the ability to design decorations and to pull, cast and blow sugar.

Application of the Unit

This unit applies to hospitality and catering organisations which produce and serve specialist desserts and patisserie products including hotels, restaurants and patisseries.

The preparation and modelling of sugar is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Design decorative sugar work.	1.1 Design sugar based decorations for cakes and desserts. 1.2 Produce sketches of required forms and shapes. 1.3 Identify colours, decorations and supports. 1.4 Calculate and record required quantities of differently coloured sugar.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Boil sugar.	3.1 Select, sort and assemble ingredients according to the sequencing of food production. 3.2 Combine sugar and water and boil to required temperature. 3.3 Add required colouring and flavourings according to design requirements. 3.4 Arrest the temperature at the correct point for pulling, casting or blowing. 3.5 ***Safely handle boiled sugar solution*** according to recipe requirements.
4. Pull boiled sugar.	4.1 Cool sugar solution to appropriate temperature for pulling. 4.2 Manipulate boiled sugar to avoid crust forming. 4.3 Turn out and pull sugar to incorporate air and to achieve elasticity and sheen. 4.4 Use a suitable work surface and work safely to avoid burns.
5. Store pulled sugar.	5.1 Portion pulled sugar according to intended use. 5.2 Use correct packaging methods and vacuum seal pulled sugar pieces.

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	5.3 Store pulled sugar in appropriate ***environmental conditions***.
6. Blow sugar work.	6.1 Create individual sugar pieces using appropriate blowing techniques. 6.2 Blow air through a blowpipe into boiled sugar of the correct temperature.
7. Cast sugar work.	7.1 Prepare framework or moulds for individual sugar pieces. 7.2 Cast boiled sugar, ***shaping*** into desired forms or moulds. 7.3 Use appropriate techniques to achieve correct and even thickness. 7.4 Remove formwork from sugar at the correct stage of hardening. 7.5 Move sugar items to cool areas to accelerate cooling. 7.6 Store cast sugar items in appropriate environmental conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to develop creative ideas and explore a range of designs for sugar decorations
    - literacy skills to write notes on designs and record calculations for sugar work ingredients
- numeracy skills to:
    - calculate quantities of ingredients required for decorations
    - weigh and measure ingredients for the quantity of sugar solution required
    - determine temperature, boiling and cooling times for sugar work
- planning and organising skills to efficiently sequence the stages of sugar work preparation and production
    - problem-solving skills to evaluate quality of finished decorations and make adjustments to ensure a quality product
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
    - ingredients commonly used to produce sugar based decorations for cakes and desserts
    - a variety of classical and contemporary sugar based decorations for cakes and desserts
- historical and cultural derivations of a variety of sugar based decorations for cakes and desserts
- types of designs commonly used for sugar based decorations for cakes and desserts

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- mise en place requirements for modelling sugar based decorations
- cookery methods for preparing sugar solutions:
  - combining ingredients
  - appropriate temperatures and cooking times
  - cooling methods and times
- required consistency of sugar solution for pulling, blowing casting
- causes of premature crystallisation of boiled sugar and methods to avoid it
- properties of the ingredients used and their interaction and changes during production
- techniques used to pull, cast and blow sugar
- dangers of handling boiled sugar at high temperatures and methods to avoid injury
- equipment used to prepare liquid sugar and to model sugar based decorations for cakes and desserts:
  - essential features and functions
  - safe operational practices
  - influence of cleanliness of equipment on the boiling process and quality outcome
- storage of ingredients and sugar based decorations:
  - correct environmental conditions to ensure food safety
  - appropriate methods to optimise shelf life.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design creative decorations for cakes and desserts
	• model sugar based decorations for a variety of cakes and desserts using techniques for pulling, casting and blowing sugar
	• produce a quantity of dessert decorations of the same type that are consistent in quality, size, shape and appearance
	• integrate knowledge of the:
	  • cookery methods for sugar work
	  • temperature requirements, cooking times and techniques for pulling, casting and blowing sugar
	  • essential features, functions and safe use of food preparation equipment
	  • food safety practices for handling and storing sugar

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products
- produce sugar based decorations within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- an operational pastry kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for modelling sugar based decorations; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- designs for sugar based decorations for cakes and desserts
- a variety of commercial ingredients for modelling sugar based decorations for cakes and desserts.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual modelling sugar based decorations for a variety cakes and desserts
- evaluation of the taste and visual appeal of sugar based decorations for cakes and desserts produced by the individual
- projects that allow assessment of the individual's ability to produce a variety of sugar based decorations for cakes and desserts for an event, function or meeting within designated deadlines
- written or oral questioning to assess knowledge of culinary terms, equipment, cookery methods and techniques for pulling, casting and blowing sugar
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHPAT306 Produce desserts
- SITHPAT404 Design and produce sweet buffet showpieces
- SITXFSA201 Participate in safe food handling practices
- SITXWHS301 Identify hazards, assess and control safety risks.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment for sugar work may include:

- airtight sugar display cases
- assorted rings, moulds, metal bars for poured and moulded sugar work
- basket weave boards (round and oval shaped) complete with metal rods
- blow torch
- blowpipes
- cake wheels
- chopping boards
- disposable gloves for pulling and shaping sugar
- hair drier with cold air setting
- hand pump for blowing sugar
- heat resistant plasticine
- heating lamp with red or white light
- marble slab
- measurers:
  - metric calibrated measuring jugs
- metal strapping
- modelling tools
- moulds
- patterns
- range of saucepans and pots for small and large production
- rubber mats
- saccharometer
- scissors
- shears
- silicon paper and mats
- small cooling fan
- spatulas
- storage containers and trays
- sugar boilers
- sugar thermometers.

Safely handling boiled sugar solution may include:

- avoiding drips and dribbles
- covering exposed skin
- ensuring all equipment has secure handles

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	• using insulated pot rests • using protective gloves and mitts.

Environmental conditions may involve:	• appropriate:
	  • atmosphere
	  • humidity
	  • light
	  • packaging
	  • temperature
	  • use of containers
	  • ventilation
	• avoiding damage to decorations.

Shaping may involve:	• pouring boiled sugar into:
	  • a framework
	  • free-flowing shapes
	  • moulds.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITHPAT404 Design and produce sweet buffet showpieces

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHPAT011A Plan, prepare and display sweet buffet showpieces. Title changed to better reflect the intent and content of the unit . Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and produce showpieces for display with sweet buffets. It requires the ability to make all individual decorative components from individual or combined sugar, chocolate, pastillage, croquant and marzipan materials and to assemble the complete showpiece for display.

It does not include the preparation of food items for buffets which is covered by the unit SITHCCC304 Produce and serve food for buffets.

Application of the Unit

This unit applies to hospitality and catering organisations which produce, display and serve specialist patisserie products including hotels, restaurants and patisseries.

The preparation display of showpieces is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITXFSA101	Use hygienic practices for food safety

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Design sweet buffet showpieces.	1.1 Design ***showpieces*** appropriate for the occasion. 1.2 Select materials for individual decorative pieces. 1.3 Produce sketches of required forms and shapes. 1.4 Identify colours, decorations and supports. 1.5 Calculate and record required quantities of different ingredients for all decorative pieces. 1.6 Calculate production time and sketch a plan for producing the showpiece.
2. Select, prepare and use equipment.	2.1 Select ***equipment*** of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Make showpiece components.	3.1 Prepare framework or moulds for individual showpiece components. 3.2 Shape selected materials into desired forms, using appropriate techniques and creative flair. 3.3 Choose decorations in appropriate materials, suitable for the occasion.
4. Assemble sweet buffet showpieces.	4.1 Assemble showpiece to achieve balance, proportion and optimum strength.

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4.2 Display showpiece to complement, harmonise and balance the displayed food.

4.3 Decorate showpiece creatively to match the occasion and create customer appeal.

4.4 Evaluate presentation of finished showpiece and make adjustments.

4.5 Store showpiece in appropriate ***environmental conditions***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to develop creative ideas and explore a range of designs for showpieces
  - literacy skills to write basic plans for showpiece production and record calculations for ingredients
- numeracy skills to:
  - calculate production times for showpieces
  - calculate quantities of ingredients required for components of the showpieces
- planning and organising skills to efficiently sequence the stages of showpiece preparation and assembly
  - problem-solving skills to evaluate quality of finished showpieces and make adjustments to ensure a quality product
- self-management skills to manage own speed, timing and productivity
- technology skills to use food preparation and cooking equipment.

Required knowledge

- culinary terms and trade names for:
  - ingredients commonly used to produce showpiece components
  - a variety of classical and contemporary showpiece components
- historical and cultural derivations of a variety of showpiece components for sweet buffets
- types of designs commonly used for sweet buffet showpieces
- mise en place requirements for producing sweet buffet showpieces
- cookery methods for preparing showpiece components made from:
  - chocolate
  - croquant
  - marzipan
  - pastillage
  - sugar
- properties of the ingredients used and their interaction and changes during production

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- techniques used to:
  - handle and mould chocolate, pastillage, croquant and marzipan, individually and in combination
  - assemble the entire sweet buffet showpiece
- equipment used to produce showpiece components and assemble the entire showpiece:
  - essential features and functions
  - safe operational practices
- correct environmental conditions for storage of showpiece components and whole showpiece to ensure optimum appearance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design a variety of creative sweet buffet showpieces, make all individual components and assemble the complete showpieces for display
	• make a variety of individual decorative components selected from each of the following materials:
	  • chocolate
	  • croquant
	  • marzipan
	  • pastillage
	  • sugar
	• integrate knowledge of:
	  • cookery methods for preparing showpiece components
	  • techniques for handling and moulding individual showpiece components and for assembling the entire sweet buffet showpiece
	  • essential features, functions and safe use of showpiece production equipment
	  • appropriate environmental storage conditions
	• produce and assemble showpieces within commercial time constraints.

Context of and specific resources for assessment	Assessment must ensure use of: • an operational pastry kitchen with the fixtures, large and

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small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for producing sweet buffet showpieces; this can be a:

  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers
- industry-realistic ratios of kitchen staff to customers
- sweet buffet showpiece designs
- a variety of commercial ingredients for producing sweet buffet showpiece.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual making all individual components and assembling complete showpieces for display
- evaluation of designs produced by the individual for sweet buffet showpieces
- projects that allow assessment of the individual's ability to design, produce and assemble a suite of sweet buffet showpieces for a series of events with different themes
- written or oral questioning to assess knowledge of culinary terms, equipment, cookery methods and techniques for making and assembling showpieces
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHCCC304 Produce and serve food for buffets
- SITHKOP401 Plan and display buffets
- SITHPAT401 Prepare and model marzipan
- SITHPAT402 Produce chocolate confectionery
- SITHPAT403 Model sugar based decorations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Showpieces for a buffet may include those made from:

- chocolate
- croquant
- marzipan
- pastillage
- sugar:
  - blown
  - cast
  - pulled
- combination of these.

Equipment and materials may include:

- air brush kit complete with alcohol-based colours
- airtight display cases, domes and containers
- aluminium rolling pin
- cake stands, including with clear cover
- calcium carbonate, pure alcohol, tartaric acid (stored in bottle with eye dropper lid) and quick lime
- chopping boards
- doilies
- fine icing sugar sieves
- fine paint brushes
- fine piping tubes
- firm wire and pliers
- hair drier with cold air setting
- heat-resistant plasticine
- large and small scissors
- marble slab
- marzipan modelling tools
- measurers:
  - metric calibrated measuring jugs
- microwave oven
- moulds:
  - metal or silicon leaf moulds
  - novelty shapes
  - plastic and metal egg moulds
  - silicon rubber novelty moulds and shapes
- multi-tier, platters and mirrors, cake boards, socles and decorative cloths
- nougat lacquer and sugar colours, water-based, paste colours, powdered colours or alcohol colours
- pastry brushes
- polystyrene boxes and satay sticks, or tooth picks

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- round and oval-shaped basket weave boards complete with metal rods
- sets of stainless steel bowls
- silicon paper and mats
- small cooling fan
- small very fine strainers
- specific equipment for pastillage:
  - cutters
  - dried starch
  - moulds
  - sandpaper
  - scalpels
  - stencils
  - wood saw
- specific equipment for preparing chocolate showpieces:
  - chocolate carving tools
  - chocolate spray gun kit
  - chocolate thermometer
  - dipping forks
  - gold leaf
  - pasta machine for modelling chocolate
  - plastic acetate sheets
  - wooden boards
- spirit burners with wicks and methylated spirits
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- textured rolling pin.

Environmental conditions may involve:

- appropriate:
  - atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation
- protecting showpieces from exposure to:
  - dust and dirt
  - heating or air conditioning

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- storing showpieces in:
  - airtight containers
  - chilled conditions
  - cool rooms
  - display cabinets, including temperature-controlled cabinets
  - freezers
  - refrigerators.

Unit Sector(s)

Hospitality

Competency Field

Patisserie

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SITTPPD401 Package tourism products

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTPPD003B Source and package tourism products. Prerequisites removed. Added innovation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create, tailor and cost packages to meet the needs of particular markets or customers. This may include packages with complex itineraries or a wide range of products.

Application of the Unit

The unit applies to tour wholesalers, tour operations and event organisers, and to individuals working independently in senior operational or coordination roles with limited guidance from others. They complete complex itinerary planning, costing and operational coordination for new or enhanced packaged products.

Products may include brochured touring products, incentive and special interest group itineraries, events and series tours.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source component products.	1.1 Identify product objectives in consultation with appropriate colleagues and customers. 1.2 Determine ***customer or market*** destination and product preferences and requirements. 1.3 Identify and ***research*** potential destinations and ***component products and services***. 1.4 Assess destination and product details for market ***suitability*** and consider innovative options when appropriate. 1.5 Assess ***quality credentials*** of operators and their products. 1.6 Select destinations and products based on research.
2. Package component products.	2.1 Develop packaged products or programs to meet ***requirements of specific customers or markets***. 2.2 Combine and integrate program components to create maximum value and saleability within constraints. 2.3 Make agreements with suppliers according to organisation profit and other requirements and confirm in writing. 2.4 Check and incorporate legal requirements. 2.5 Cost programs to ensure profitability and consideration of ***key financial factors***. 2.6 Clearly document and present product or program and pricing structures, including details of inclusions, exclusions and add-ons. 2.7 Review and adjust products or programs and pricing structures in response to feedback from customers or colleagues. 2.8 Present final product or program details for approval within required timeframes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to liaise with customers and colleagues on practical operational issues
- critical thinking skills to assess research findings and match destinations and products to specific customer or market needs
- literacy skills to:
  - interpret complex supplier component product information, including contracts and costs
  - document complex product information, programs and pricing structures, including the specific applicable conditions
- numeracy skills to calculate complex costing components and a range of different commission and mark-up structures
- problem-solving skills to respond to need for variations and adjustments in potentially complex itineraries or products.

Required knowledge

- tourism industry structure, interrelationships and information sources
- industry information or destination marketing networks and their value in conducting research for the packaging process
- customer or market product preferences and requirements relevant to the industry sector
- features of typical supply and contractual arrangements with suppliers
- key principles and elements of calculating complex packaged product costings and pricing structures
- distribution and marketing networks, especially those involved in distributing the proposed tourism product or program
- industry commission or mark-up procedures and rates appropriate to the particular sector and the varying organisations in the distribution network
- industry practices in packaging products and presenting pricing structures appropriate to different sectors, including:
  - different costing options such as per person; room or group; all inclusive; and ground content only
  - typical package styles for different markets or customer types
- aspects of laws that impact on tourism operations and actions required of tourism operators, including:
  - consumer protection:
    - providing services as advertised
    - terms and conditions
    - refund requirements
    - cancellation fees
  - child sex tourism
  - legal liability insurance requirements and duty of care of customers
  - environmental protection:

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    - licences
    - permits
    - accreditation
    - minimal impact practice
- local community protection:
    - land ownership, management and access requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source, package and match destinations and products to meet the needs of multiple customers or markets • develop and cost practical programs that meet both customer needs and organisational business requirements • integrate knowledge of industry packaging and costing processes.
Context of and specific resources for assessment	Assessment must ensure use of: • customer and market information on which products can be based • current information and communications technology • current destination and product information sources that support the costing process, such as brochures, tariffs, product sales kits and supplier contracts.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of projects conducted by the individual to develop packaged tourism products or programs for a range of purposes • review of completed product costing and pricing structures for packaged products or programs • use of case studies to assess the individual's ability to research and meet the needs of customers or markets with differing product preferences and requirements

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- written or oral questioning to assess knowledge of industry structure, interrelationships, distribution networks, mark-up and commission structures and legal requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL301 Provide advice on international destinations
- SITTTSL302 Provide advice on Australian destinations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer or market may include:

- Australians travelling internationally (outbound)
- business travellers
- domestic tourists travelling within Australia
- groups
- individuals
- international tourists travelling within Australia (inbound)
- leisure travellers
- special interest groups:
  - customers of a particular cultural background
  - ecotourism
  - event delegates
  - educational
  - sporting
  - incentive groups.

Research may include:

- desk research
- destination or site inspection
- personal contact with tourism authorities, product

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	suppliers or distribution network.

Component products and services to be packaged might include:	• accommodation
	• activities
	• audiovisual services
	• conference facilities
	• cruises
	• entertainment
	• entrances to attractions, museums, events and exhibits
	• food, beverage and catering
	• functions
	• meals
	• meeting or event equipment
	• speaker services
	• special event consumable items
	• special items with customer corporate branding
	• tour guiding services
	• tours
	• transport:
	  • air
	  • rail
	  • bus or coach
	  • shipping
	• vehicle rental
	• venue hire.

Suitability may relate to:	• accessibility • availability • costs • features and benefits • product match to preferences and requirements • profit potential.
Quality credentials may relate to:	• customer service and satisfaction record • public liability and duty of care policies and procedures • environmental and local community protection credentials • reliability of other tourism operators in complying with laws • reliability of other tourism operators to provide promised products and services • safety record.
Requirements of specific customers	• budget

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or markets may relate to:

- cultural issues
- integration into a wider touring, event or sporting program
- product or service preferences and requirements
- time constraints.

Key financial factors may include:

- commission or mark-up structures
- exchange rate implications
- profit margin requirements
- special fees and other charges:
  - amendment fee
  - cancellation fee
  - communication fee
  - courier fee
  - credit card fee
  - itinerary preparation fee
  - loyalty program (e.g. frequent flyer) redemption fee
  - product booking fee
  - reconfirmation fee
  - service fee
  - transaction fee
  - visa and passport handling fee
- taxes.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD402 Develop interpretive activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD005A Plan and develop interpretive activities. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives, develop operational aspects and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE304 Prepare and present tour commentaries or activities.

Application of the Unit

This unit applies to many industry sectors and has particular relevance in tourism, sport and recreation and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and development of interpretive activities may be for a series of activities within a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish need for activities.	1.1 Identify need for ***interpretive activities***, based on customer, organisation and community needs.
	1.2 Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues.
2. Create activities.	2.1 Identify and evaluate a range of potential information and ***resources***, including ***other specialists*** as required.
	2.2 Develop interpretive framework for activities.
	2.3 Generate and select ideas for potential messages, themes and storylines.
	2.4 Consider relationships between themes, storylines and the site.
	2.5 Incorporate interpretive media that matches the site.
	2.6 Conduct a risk assessment and incorporate controls into activity development.
	2.7 Evaluate and integrate legal, ethical and sustainability considerations.
	2.8 Develop resources to support activities.
	2.9 Develop activity within budget to meet agreed objectives.
	2.10 Promote activities according to organisational marketing objectives.
3. Evaluate activities.	3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities.
	3.2 Modify activities according to feedback received.
	3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with colleagues about development issues for interpretive activities
- critical thinking skills and research skills to evaluate wide ranging information and tease out creative themes and messages for activities
- literacy skills to:
  - analyse complex information and to interpret this for creative communication to customers
  - develop resources and information materials for the activities
- numeracy skills to calculate costs and work within established budgets
- planning and organising skills to coordinate creative and practical aspects of activities
- problem-solving skills to evaluate and adjust activities.

Required knowledge

- subject matter around which activities are developed
- principles of interpretation, including work of Freeman Tilden
- physical and digital interpretive media
- practical processes that support activity development, including:
  - budgeting
  - evaluation
  - needs analysis
  - resource development
  - scheduling
- creative communication techniques for interpretive activities, including:
  - games
  - illustrated talks
  - role-playing
  - sensory awareness exercises
  - storytelling
  - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes, including:
  - determining overall risk level
  - determining the exposure to the risk
  - estimating the probability of negative impacts
  - identifying the consequences that could result from the identified risk

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- legal, ethical and sustainability considerations for activity development, including:
  - cultural appropriateness
  - duty of care
  - minimal impact
  - minimising waste and conserving resources.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan and develop multiple interpretive activities with varying themes and messages that meet the needs of different customer groups and commercial and operational constraints • apply subject matter knowledge to the development of interpretive activities • plan and develop interpretive activities for a number of different delivery environments.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated environment for which interpretive activities can be planned and developed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a project undertaken by the individual to develop and evaluate activities for a nominated customer group or organisation • evaluation of activities by professional interpretation organisations • written or oral questioning to assess knowledge of interpretation principles and activity development processes • use of case studies to assess ability to tailor activities and information to suit particular customer needs • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE306 Research and share general information on Australian Indigenous culture
- SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE308 Prepare specialised interpretive content on marine environments
- SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Interpretive activities:

- may include:
  - guided site activities
  - guided walks
  - one or more activities that may be combined in an overall tour program
  - sporting activities
  - touring activities
  - virtual activities
- may relate to a range of subjects, including:
  - art
  - birds
  - built environment
  - culture
  - domestic and farm animals
  - festivals or seasonal themes
  - history and heritage
  - natural environment
  - sports

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- wildlife.

Resources may include:

- actors and performers
- apps and other digital content
- costumes
- guest speakers
- handouts
- information and communications technology
- natural resources
- props
- professional organisations
- special interest organisations.

Other specialists may include:

- actors and performers
- creative designers
- cultural advisers
- designers
- environmental educators
- heritage specialists
- historians
- interpretation consultants
- marketers
- subject matter experts
- technical experts.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD403 Coordinate and operate sustainable tourism activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD004A Plan and implement minimal impact operations. Title changed to better reflect the intent and content of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and operate tourism activities with minimal negative environmental and social impact. The emphasis of this unit is on short term operational action planning and implementation and does not include a strategic management focus.

Application of the Unit

This unit applies to the tour operations, cruise, attractions and resort sectors, and to individuals working in senior operational or supervisory roles. This could include senior guides or activities coordinators, or owner-operators of small tourism organisations.

The unit is particularly relevant to those who provide tourism experiences in environmentally sensitive areas. Many would be nature or ecotourism-based experiences.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise sustainable activities.	1.1 Develop experiences that combine education and interpretation. 1.2 Ensure positive sustainable outcomes for local communities and environments. 1.3 Consult with colleagues and other stakeholders about ***issues of responsibility for environmental and social sustainability***. 1.4 Develop procedures according to relevant codes of practice.
2. Conduct activities with minimal impact.	2.1 Select and use ***minimal impact techniques and procedures*** appropriate to the area. 2.2 Advise customers about acceptable behaviour prior to entering area. 2.3 Provide a role model for customers and colleagues. 2.4 Address unacceptable customer behaviour.
3. Monitor impact and changes.	3.1 Monitor and record ***changes in the natural environment*** using appropriate technology. 3.2 Collect ***environmental information*** on behalf of environmental and social agencies as required. 3.3 Advise appropriate authorities of environmental and social change promptly.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with colleagues and stakeholders on issues of environmental and social responsibility

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    - inform customers of their minimal impact responsibilities
- critical thinking skills to evaluate potential environmental and social impacts and make appropriate responses in organising activities
- literacy skills to read and interpret sometimes complex materials describing environmental regulatory requirements and guidelines
- numeracy skills to make simple calculations and take simple measurements
- problem-solving skills to identify and respond to situations where minimal impact procedures may be breached.

Required knowledge

- global environmental issues, in particular a layperson understanding of the science associated with:
    - climate change
    - energy
    - land management
    - waste and consumption
    - water
- environmental and social impacts of tourism in relation to global environmental issues in particular sites and communities
- practical sustainability considerations for tourism operations, including those related to:
    - environmentally or culturally sensitive areas and associated minimal impact practices
    - handling and disposal of waste, including human waste
    - industry codes of practice
    - use of water sources
- laws, regulations and land management requirements and guidelines, including:
    - need for permits in national parks or on land under control of traditional owners
    - restrictions on camp site operations and use of open fires
- minimal impact techniques and procedures in relation to:
    - activity-specific guidelines
    - energy use
    - group size
    - interaction with wildlife
    - local customs and courtesies
    - noise
    - setting of camps
    - souveniring
    - use of tracks
    - waste disposal
- biophysical and socio-cultural elements in an environment and the relationship between them
- information collection techniques for monitoring environmental and social impact,

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including what is observed and measured and how specific data is recorded.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • organise and operate tourism activities in multiple environments with minimal negative environmental and social impact • demonstrate knowledge of global environmental issues, including those specific to tourism and in particular operating environments • demonstrate knowledge of minimal impact practices.
Context of and specific resources for assessment	Assessment must ensure use of: • an environmentally sensitive location in which activities can be conducted • real or simulated tourism activities • current information about environmental practices, such as legislation, guidelines and industry codes of practice.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual conducting a tour or activity in an environmentally sensitive area • review of tour planning and operational activities undertaken by the individual • use of case studies to assess ability to apply appropriate minimal impact approaches to different environments • written or oral questioning to assess knowledge of environmental and social impact of tourism, local environmental issues, minimal impact techniques and regulatory requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTGDE303 Lead tour groups • SITTGDE304 Prepare and present tour commentaries or activities • SITTPPD402 Develop interpretive activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Issues of responsibility for environmental and social sustainability may relate to:	• negative environmental impacts:
	  • disturbance of flora and fauna
	  • introduction of exotic and feral species
	  • physical damage
	  • pollution
	  • visual impacts
	• negative social impacts:
	  • trivialisation of culture
	• positive environmental impacts:
	  • visitor education
	  • improvement of sites already impacted
	  • opportunities for conservation and protection
	• positive social impacts:
	  • economic benefits to local community
	  • employment
	  • greater understanding between host and visitor cultures
	  • improved local facilities
	  • visitor education.

Minimal impact techniques and procedures may include:	• education • restricting or limiting access • site hardening

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	• staged authenticity • technological solutions.
Changes in the natural environment may include:	• breeding events • changes to fauna • changes to flora • erosion • species sighting.

Ways to ***collect environmental information*** may involve:	• basic measurements:
	  • estimating percentage cover and water
	  • temperature
	  • weather conditions
	• logbooks
	• photography
	• sighting forms.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD404 Develop in-house recreational activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTHPR302B Plan and organise in-house recreational activities. Title changed for simplicity and for greater consistency across Training Package. Re-categorised to Planning and Product Development competency field to better reflect the content of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop in-house recreational activities for different customer groups and which match the commercial focus and values of the tourism organisation. It requires the ability to identify and plan suitable activities, coordinate their delivery and evaluate their success but not to deliver the activity.

Application of the Unit

This unit applies to resort, holiday park, cruise ship and attraction businesses. The unit covers both indoor and outdoor recreational activities provided on-site but does not include tours, activities and events operated by other tourism organisations.

It applies to those people who operate independently or with limited guidance from others. This includes activities officers, senior operational personnel or managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan in-house recreational activities.	1.1 Identify potential ***recreational activities*** and examine options according to customer interest and the focus of the organisation. 1.2 Identify any ***regulatory or licensing requirements*** applicable to the activity. 1.3 Determine ***personnel*** and other ***resource*** requirements for the delivery of the activity. 1.4 Identify ***threats and hazards***, conduct a risk assessment and incorporate controls for activity operation. 1.5 Cost the activity and determine selling price to ensure maximum profitability. 1.6 Promote activity to customers and develop reservation arrangements.
2. Coordinate the delivery of recreational activities.	2.1 Develop ***activity information*** and arrange training for those delivering the activity. 2.2 Develop ***checklists and briefings*** for use of delivery personnel. 2.3 Verify number of participants according to reservation information. 2.4 Book personnel and resources to match participant numbers. 2.5 Develop and distribute staff focused ***activity documentation***. 2.6 Minimise use of printed materials and maximise electronic transmission of all documents to reduce waste.
3. Evaluate recreational activities.	3.1 Monitor ***success of activities***. 3.2 Obtain feedback from customers and operational staff. 3.3 Modify and continuously improve activities according to feedback.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss accurate operational information with delivery personnel
- critical thinking skills to evaluate the success of various recreational activities and make improvements
- literacy skills to:
  - read and interpret complex regulatory documents, customer satisfaction surveys and operational reports from delivery personnel
  - write promotional materials, detailed operational itineraries, staff checklists and customer briefings
- numeracy skills to calculate nett costs and sale price, numbers of required resources and statistics of customer satisfaction
- planning and organising skills to develop and coordinate a range of recreational activities
- problem-solving skills to identify and respond to a range of threats and hazards associated with various recreational activities.

Required knowledge

- the components of various recreational activities and resources required to deliver them
- complete details of regulations, permit and licensing requirements for the operation of recreational activities
- public liability responsibilities for customers engaging in recreational activities including:
  - directives to personnel delivering the activity and their obligation to control, direct and supervise participants
  - the use of indemnity and waiver forms to minimise risk to the organisation
- work health and safety considerations for personnel delivering the activity. This would include:
  - employer responsibilities to provide a safe workplace
  - individual employee responsibilities for ensuring safety of self and following safety directions
- threats and hazards associated with specific activities, risk assessment and control mechanisms
- environmental impacts and minimal impact practices to be considered by customers when engaging in in-house recreational activities
- a range of formats for and inclusions of:
  - operational itineraries and schedules
  - operational checklists and briefings
  - report templates
  - customer surveys.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify, develop and coordinate multiple recreational activities to meet the needs of differing customer groups • evaluate and improve activities over a period of time • consider and plan for potential safety and organisational risks • identify and adhere to all regulatory requirements for recreational activities.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated resort, holiday park, cruise ship or attraction business operation for which recreational activities are developed, implemented and evaluated
	• computers, printers, communication technology, information programs and publications to facilitate the administrative processes involved in developing recreational activities
	• current plain English regulatory documents distributed by government regulators
	• current commercial documents used for the management of recreational activities including:
	  • operational itineraries and schedules
	  • operational checklists and briefings
	  • report templates.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• evaluation of a portfolio, prepared by the individual, incorporating documents used to develop in-house recreational activities
	  • operations itinerary used for planning
	  • activity costings
	  • risk assessments – safety and general
	  • details of regulations, permit and licensing requirements for the operation of the activity

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- details of resource required to deliver the activity
- promotional materials

- exercises so the individual can develop a range of documents for the use of delivery personnel and participants:
  - operational itineraries
  - resource checklists for personnel
  - briefings for personnel and customers
  - participant waiver and indemnity forms
  - customer surveys
  - templates for reporting
- use of case studies and problem-solving exercises so the individual can suggest methods for controlling threats to activity operation
- evaluation of a report developed by the individual outlining the success of activities and suggestions for improvements
- written and oral questioning to assess knowledge of regulatory requirements including public liability and work health and safety responsibilities
- review of portfolios of evidence and third-party workplace reports of the individual's on-the-job performance.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTOP401 Allocate tour or activity resources
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITXHRM401 Roster staff
- SITXWHS301 Identify hazards, assess and control safety risks
- SITXWHS401 Implement and monitor work health and safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Recreational activities may include:

- creative activities, e.g. art, dance, music, drama
- educational activities
- fishing
- games
- health and fitness activities
- orienteering
- bushwalking
- sports, both team and individual
- storytelling
- treasure hunts
- water based sports.

Regulatory or licensing requirements may include:

- insurance coverage
- council or statutory permission for certain activities, use of facilities or venues
- legal compliance for activities and where they may be undertaken such as using jet skis, speed boats, off road vehicles etc
- work health and safety, public liability and duty of care
- operation of equipment and vehicles
- permits and licences required for specific activities such as fishing and diving
- qualifications and licences required for personnel delivering or supervising activities.

Personnel may include:

- personnel to conduct, control, direct, supervise and deliver the activity:
  - employees
  - contractors
  - guides
  - recreation instructors
  - entertainers
  - performers
  - subject matter specialists or experts.

Resource may include:

- amenities and structures
- educational aids and participant materials
- food and beverage
- furniture
- guidelines and regulations
- work health and safety instructions and checklists
- recreational equipment for:

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- bushwalking
- fishing
- games
- health and fitness activities
- orienteering
- water based and other sports

- treasure hunt prizes
- vehicles, vessels.

Threats and hazards may include:

- bushfires
- excessive cost of supply
- faulty equipment
- illness or accidents
- inability to obtain permits
- inclement weather
- interaction with marine and wild life
- lack of customer interest
- rough seas
- transport failure
- unavailability of personnel.

Activity information may include:

- flyers and marketing materials
- information sheets and timetables
- participant costs
- schedule of activities
- operational itineraries
- resources allocated to the activity.

Checklists and briefings may include:

- checklists to ensure:
  - equipment is serviceable
  - all resources are available
  - activity is set up for correct participant numbers
- standard customer briefings on:
  - bans on souveniring
  - interaction with wildlife
  - local customs and courtesies
  - minimising noise
  - risk associated with the activity
  - safe use of equipment
  - use of tracks and roads
  - ways to communicate with and avoid insult to local communities
  - ways to ensure minimal negative impacts on the environment.

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Activity documentation may include:	• staffing rosters • schedules allocating specific duties • schedules allocating specific physical resources • participant numbers, names and profiles • invoices and receipts • participant waiver and indemnity forms • customer surveys • templates for reporting.

Success of activities may relate to:	• number of sales
	• profit
	• positive feedback from customers and personnel
	• safety of customers and personnel
	• suitability of activity to the organisation:
	  • fit with grade or star rating
	  • match to customer demographics
	  • match with marketing claims
	  • relevance and adherence to values such as environmental education and sustainability.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD501 Develop host community awareness of tourism

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTPPD008A Develop host community awareness of tourism. Added innovation and more emphasis on use of technologies. Changes made to structure of Elements and Performance Criteria and content added to reflect complexity of unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to educate and consult local communities about tourism issues, including its costs and benefits.

Application of the Unit

This unit applies to local, regional or state and territory tourism organisations, and to individuals in those organisations who have a strategic focus on the overall and long-term operation of tourism as an industry in a local community. They work independently, often in management roles.

An awareness program would normally be for a local government area or wider region, but may sometimes apply to the development of a particular tourism venue or individual touring product.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Educate and inform the community on tourism.	1.1 Develop objectives for community education according to organisational goals and nature of the community. 1.2 Evaluate and select appropriate communication methods, and devise and implement ***strategies and programs to maximise the opportunity to inform*** community about tourism. 1.3 Proactively seek opportunities to adopt new or innovative approaches to community education. 1.4 Communicate ***costs and benefits of tourism*** to the community on an ongoing basis.
2. Develop stakeholder networks.	2.1 Review and assess current and potential ***stakeholders*** to determine needs, interests, priorities and relevant trends. 2.2 Identify key stakeholders, their representatives and ***ways to establish and maintain links***. 2.3 Share expertise, information and resources with networks when appropriate to strengthen links. 2.4 Make provision for current relevant information on stakeholders to be gathered and maintained.
3. Liaise with stakeholders.	3.1 Seek stakeholder views and opinions about tourism activities on an ongoing basis. 3.2 Evaluate and integrate stakeholder input in planning and organisation of tourism activities. 3.3 Identify ***potential community conflict*** and seek solutions in consultation with relevant parties.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to conduct consultations with community stakeholders
- critical thinking skills to analyse and respond to complex tourism-related issues at a strategic level
- initiative and enterprise skills to seek out new and innovative approaches
- literacy skills to:
  - analyse wide ranging information on varied and potentially unfamiliar topics, including statistical data
  - develop information materials (printed or digital) that communicate complex messages in a user-friendly way
- numeracy skills to work with data about economic costs and benefits of tourism
- planning and organising skills to develop and organise multi-faceted information and consultation programs
- problem-solving skills to work with stakeholders on potentially complex issues or problems.

Required knowledge

- potential impacts of tourism on the community, both costs and benefits, including economic, social and environmental impacts
- tourism-related concerns that arise in communities, and the ways that these may be managed, including those related to:
  - sustainability
  - competition for space, overcrowding
  - competition for resources
  - perception of reduced resident amenity
- key stakeholders in the area, their roles in the community and their perspectives on tourism
- community consultation and networking approaches, including features, costs and benefits of:
  - media strategies, including digital strategies
  - consultation formats
  - stakeholder engagement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop and implement strategies for effective communication about tourism issues to a local community • consult and communicate with community groups • demonstrate knowledge of the role of tourism in host communities, the impact of tourism and the role of major stakeholders.
Context of and specific resources for assessment	Assessment must ensure use of: • a host community for which a program can be developed • current information and communications technology to support communication activities • community stakeholders with whom the individual can consult.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a community awareness program developed by the individual for a specific local community • use of case studies to assess ability to address community awareness issues in different contexts • written or oral questioning to assess knowledge of community impacts of tourism, strategic and tactical community communication processes, and the structures of tourism management organisations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTPPD604 Develop and implement local or regional tourism plan.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strategies and programs to maximise the opportunity to inform the community may include:

- community representation on relevant tourism committees and boards
- educational activities:
  - speaking at local schools
- information on the Internet
- media strategies:
  - public relations
  - regular tourism column in local newspaper
  - social media
- networking activities:
  - functions between tourism operators and communities
  - special interest networks
- regular planning activities with the local community
- sponsorship:
  - tourism sponsorship of local community activities
  - business sponsorship of tourism events.

Costs and benefits of tourism to communities may include:

- benefits:
  - cultural benefits, including cultural preservation
  - economic benefits to local community
  - employment opportunities
  - greater understanding between host and visitor cultures
  - improved local facilities
  - visitor education
- costs:
  - damage to environmentally or culturally sensitive areas
  - effect on social structures
  - trivialisation of culture.

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Stakeholders may include:	• community groups • elders of Indigenous communities • elected officials • general public • government officers • land management and protection authorities • media • tourism industry associations • tourism operators • trade unions.
Ways to establish and maintain links may include:	• external committees • formal consultative bodies • informal communication and feedback • newsletters or other regular or specific information provision • regular liaison activities • surveys • working parties or taskforces.
Potential community conflict may relate to:	• competition for local government resources • conflict between environmental and business groups • conflicting opinions about tourism development options • conflicting opinions regarding local government levies for tourism • perceived threat to local amenities by high visitor numbers.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD502 Assess tourism opportunities for local communities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTPPD009A Assess tourism opportunities for local communities. Added innovation and sustainability. Re-worked Elements and Performance Criteria to better articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the costs and benefits of tourism development with or on behalf of local communities. It requires the ability to seek all relevant information about potential tourism developments, critically analyse that information and make it available for community consensus and decision.

Application of the Unit

This unit applies to individuals who work at a strategic level on tourism planning issues. This could include managers in local, regional or state and territory tourism organisations or councils, tourism business management consultants or senior individuals in communities who take responsibility for cooperative community initiatives.

The assessment might focus on potential tourism developments or on the expansion of current activities. It could be product-specific or apply to a whole community or region.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Seek and analyse information about tourism opportunities.	1.1 Select appropriate communication approaches and consult local ***community*** about potential involvement in ***tourism opportunities***. 1.2 Evaluate ***information sources*** for tourism, tourism market trends and distribution and marketing networks. 1.3 Identify product and service gaps and evaluate the potential for future sustainable development. 1.4 Proactively seek new and innovative approaches.
2. Liaise with external stakeholders.	2.1 Establish and maintain contacts with relevant people outside the community. 2.2 Exchange information and advice with external stakeholders and seek specialist assistance as required. 2.3 Consult external stakeholders on customer and tourism industry service and quality expectations. 2.4 Obtain and evaluate information from other communities with experience in establishing and developing tourism products.
3. Analyse local community issues.	3.1 Assess potential economic, social and environmental ***community impact***. 3.2 Evaluate currently available infrastructure and infrastructure development required to support delivery of tourism. 3.3 Analyse current skill levels and need for training or specialist expertise. 3.4 Assess potential conflicts between tourism and other community values.
4. Consult with the community.	4.1 Conduct ***community consultations*** about opportunities and potential tourism developments. 4.2 Provide ***relevant***, ***current and accurate information*** to facilitate informed debate and decisions.

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	4.3 Invite external individuals and organisations to talk to the community where appropriate.
5. Make decisions about tourism opportunities.	5.1 Make decisions about tourism opportunities based on analysis and consultation. 5.2 Make decisions that reflect the wishes of the community. 5.3 Integrate information collected into future planning of tourism activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to manage consultation processes with diverse stakeholders on complex issues
- critical thinking skills to evaluate and make strategic responses to complex information from multiple sources
- initiative and enterprise skills to proactively seek new and innovative approaches
- literacy skills to research varied and complex information about tourism
- numeracy skills to work with cost estimates and research data about tourism
- planning and organising skills to coordinate consultation and management processes
- problem-solving skills to evaluate and respond to potentially conflicting views.

Required knowledge

- cultural and economic impacts of tourism on local communities
- tourism industry structure and interrelationships, networks and information sources
- tourism distribution and marketing networks, especially those that would support any proposed tourism product
- main stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- current market trends, products and service styles for relevant tourism products and services
- current tourism product base for the particular community
- key features of environmentally or culturally sensitive areas in the local or regional area
- main community stakeholders, the infrastructure within the particular community, and social, cultural and economic aspects of the community
- consultative and communication mechanisms commonly used by organisations and the local community.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assess tourism opportunities for a community and determine potential for success • research, analyse and provide information on the range of issues that relate to proposed tourism development within a community • consult with diverse stakeholders about tourism opportunities • demonstrate knowledge of the tourism industry, including structure and interrelationships, tourism industry networks, information sources, and distribution and marketing networks.
Context of and specific resources for assessment	Assessment must ensure use of: • a community for which tourism opportunities can be assessed • current tourism industry data and information sources • community stakeholders with whom the individual can consult.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• evaluation of a project conducted by the individual to assess and report on tourism opportunities for a given community
	• use of case studies to assess the individual's ability to evaluate communities with different:
	  • social, cultural and economic structures and issues
	  • tourism product bases, and distribution and marketing networks
	• written or oral questioning to assess knowledge of tourism industry structure and interrelationships, distribution networks and community consultation processes
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTPPD501 Develop host community awareness of tourism • SITTPPD604 Develop and implement local or regional tourism plan.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Community may comprise:	• extended families in urban or rural settings • groups with common cultural links and interests • individuals who identify with and are accepted by a particular group • residents in urban, regional or rural settings • traditional communities on ancestral lands.

Tourism opportunities may include:	• accommodation development
	• attractions
	• community involvement in:
	  • providing staff for external operations
	  • training for the tourism industry
	• events
	• festivals
	• tour operations
	• tourism retailing operations
	• visits to the community by external tour operators.

Information sources may include:	• communities with common interests
	• government bodies:
	  • funding agencies
	  • land management agencies
	• Internet
	• local people
	• reports and research:

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- local, state, regional or national marketing plans
- statistical data

- research bodies:
  - public
  - private
- tourism operators:
  - accommodation
  - destination marketing companies
  - tour operators
  - inbound tour operators
  - tour wholesalers
- tourism organisations and associations
- training agencies.

Community impact may include:

- benefits:
  - cultural, including cultural preservation
  - economic
  - employment opportunities
  - greater understanding between host and visitor cultures
  - improved local facilities
  - visitor education
- costs:
  - damage to environmentally or culturally sensitive areas
  - effect on social structures
  - trivialisation of culture.

Community consultations may include:

- community meetings
- individual and small group consultations
- presentations from specialist advisers
- formal and informal community research
- publication and display of information excerpts for community comment
- social media activities.

Relevant, current and accurate information to be provided to the community may include:

- community proposed tourism products
- community capacity:
  - ability to successfully market proposed tourism products
  - ability to successfully deliver proposed tourism products
- community impacts:

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    - negative
    - positive
- tourism industry and market information:
    - current market trends and needs
    - product and service gaps within the local area and region
    - service and quality expectations
    - distribution and marketing networks
- information about other communities
- recommendations, including any alternative product offerings for the community to consider.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD503 Research and analyse tourism data

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD002A Research tourism data. Title changed to better reflect the intent and content of the unit. Added content to better reflect the analysis aspects of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct tourism research. It requires the ability to identify research needs, conduct research, interpret the data and apply the results.

Application of the Unit

This unit applies to all industry sectors, and to individuals who have senior operational or management roles. Research may be primary or secondary and conducted to inform a range of activities and planning processes. It may be required to assist with customer service, planning and product development or sales and marketing.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify research needs.	1.1 Identify research needs based on organisational or situational analysis. 1.2 Develop and define ***research objectives*** in consultation with relevant colleagues and authorities.
2. Conduct research.	2.1 Select ***research and data collection methods*** according to objectives and available resources. 2.2 Evaluate the need for specialist assistance and obtain as required. 2.3 Identify and use appropriate ***information sources*** and technology to assist in the research process. 2.4 Conduct research within agreed timeframes and methodologies. 2.5 Identify and action the need for adjustments to the research process as required.
3. Analyse information.	3.1 Analyse and interpret data for key messages and information, using reliable ***methods of data analysis***. 3.2 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and organisational objectives.
4. Present and apply research results.	4.1 Present recommendations and issues in an appropriate format, style and structure using suitable organisational technology. 4.2 Use results to inform current activities and future planning. 4.3 Communicate research results to appropriate colleagues and external agencies with recommendations and observations.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to analyse and interpret complex information and develop recommendations and observations about its significance
- literacy skills to:

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  - interpret complex tourism research documents and statistical data
  - communicate research findings in plain English
- numeracy skills to interpret and analyse complex tourism data
- planning and organising skills to coordinate the practical aspects of the research process
- technology skills to use current research technologies.

Required knowledge

- role of research for different purposes in a tourism industry context, including:
  - product development and innovation
  - marketing
  - sales
- ethical research practices, including those related to intellectual property, confidentiality and privacy
- research and information gathering options, their features and suitability for different purposes, including:
  - desk research
  - interviews
  - focus groups
  - observation and listening
  - online research
  - questionnaires and surveys
- major tourism research bodies, types of research produced by those agencies and its value to different tourism operators
- types of technology used in the conduct of research projects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct a tourism research project that shows effective application of:
	  • research and data collection methods
	  • reliable data analysis
	  • research presentation techniques
	• demonstrate knowledge of research techniques and methodologies and their application to different

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industry situations.

Context of and specific resources for assessment

Assessment must ensure use of:

- current information and communications technology
- current tourism industry data and information sources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a tourism research project conducted by the individual
- use of case studies to assess the individual's ability to apply different research and information gathering methodologies to different tourism industry activities
- written or oral questioning to assess knowledge of research methodologies and tourism data sources
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBMGT617A Develop and implement a business plan
- SITXCCS501 Manage quality customer service
- SITXMPR403 Plan and implement sales activities
- SITXMPR404 Coordinate marketing activities
- SITXMPR502 Develop and implement marketing strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Research objectives may relate to:

- comparative analysis
- competitor activity
- customer preferences
- distribution networks

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- hypothesis testing
- identification of trends
- industry pricing policies
- visitation patterns.

Research and data collection methods may include:

- desk research
- electronic counters
- evaluation of secondary data
- interviews:
  - face-to-face
  - telephone
  - virtual
- focus groups
- information from other organisations
- observation and listening
- online research
- questionnaires and surveys.

Information sources may include:

- government agency websites and tools
- industry associations
- regional, state or territory, and federal tourism marketing agencies.

Methods of data analysis may include:

- data sampling
- feedback on results
- peer review
- review of previous research
- statistical analysis.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD601 Develop tourism products

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD001B Research, assess and develop tourism products. Added innovation. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the strategic product development process from initial research through to product establishment and monitoring.

Application of the Unit

The unit applies to all industry sectors and to senior personnel working in strategic planning and product development roles. This could include product development managers, marketing managers, operations or general managers, regional tourism managers, account managers, events managers, resort or hotel managers and owner–operators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research the market.	1.1 Focus ***product*** research according to organisational objectives. 1.2 Evaluate ***information sources*** for tourism, tourism market trends, and distribution and marketing networks. 1.3 Consult with internal and external stakeholders. 1.4 Analyse current market trends, needs, and ***product and service gaps***. 1.5 Identify product development opportunities and target markets, including opportunities for new and innovative approaches. 1.6 Evaluate distribution and marketing networks that support proposed tourism product, including the use of new technologies.
2. Analyse issues relevant to product establishment.	2.1 Identify and analyse product preferences and quality expectations of different consumer markets, including those with special needs. 2.2 Identify and assess external issues that impact on establishing a product. 2.3 Assess suitability of destinations for accessibility and availability of services for target markets. 2.4 Assess ***organisation's capacity to provide proposed product*** and identify additional resources required. 2.5 Consider issues relating to product life cycle.
3. Determine profitable selling price.	3.1 Determine nett delivery cost by identifying ***expenditure items***. 3.2 Identify organisations involved in the product distribution network and the commission or mark up structures that would apply. 3.3 Incorporate distributor commissions or mark ups, and determine required profit margin and mark up for profit. 3.4 Make reasonable cost adjustments to ensure price competitive product. 3.5 Estimate expected income and assess profitability and yield. 3.6 Clearly and accurately document pricing structures.
4. Establish the	4.1 Create and implement product development plan that incorporates strategies and actions for marketing,

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product.	communications and implementation. 4.2 Communicate plan to relevant internal and external stakeholders. 4.3 Where appropriate, test new products and services in marketplace prior to full implementation.
5. Monitor and evaluate the success of the product.	5.1 Monitor product development initiatives based on feedback and other business factors. 5.2 Identify and action changes required in a timely manner and according to any contractual obligations. 5.3 Communicate changes to relevant colleagues, customers and distributors.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to manage consultation processes with internal and external stakeholders
- critical thinking skills to evaluate and develop strategic responses to complex marketing and business information
- initiative and enterprise skills to recognise or proactively seek new and innovative product opportunities
- literacy skills to:
  - interpret complex tourism research documents that relate to tourism trends, market statistics, information on market preferences and requirements
- numeracy skills to:
  - complete complex budgetary costings
  - calculate a range of different commission and mark-up structures
  - assess the profitability of various product options
- planning and organising skills to coordinate implementation aspects of product development
- problem-solving skills to make strategic responses to product development challenges
- technology skills to work with current tourism management and marketing systems.

Required knowledge

- features and inclusions of a product development plan
- tourism industry structures, interrelationships, networks and information sources
- distribution and marketing networks that support tourism products in the relevant context
- key stakeholders in local, regional, state and national tourism organisations and the structures of these organisations at each level
- current market trends, products and service styles that meet certain market requirements,

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including quality expectations
- current tourism product base for the proposed destination and market to be serviced
- competitors' current and proposed products and services
- features of the destination at which the product will be delivered
- aspects of laws that impact on tourism operations and actions required of tourism operators, including:
  - consumer protection:
    - providing services as advertised
    - terms and conditions
    - refund requirements
    - cancellation fees
  - child sex tourism
  - legal liability insurance requirements and duty of care to customers
  - environmental protection:
    - licences
    - permits
    - accreditation
    - minimal impact practice
  - local community protection:
    - land ownership, management and access requirements
- financial operating costs in tourism organisations, desired profit margins and achievement of high yield in order to determine an appropriate selling price
- industry commission and mark-up procedures and rates appropriate in the relevant industry context.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• research, assess and develop tourism products for a tourism operation, including:
	  • analysis of current industry, market and organisational information
	  • setting of a profitable selling price
	  • creation of a product development plan
	• demonstrate knowledge of the tourism industry,

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	including structure and interrelationships, tourism industry networks, information sources and distribution and marketing networks.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated business operation for which tourism products can be developed • current information and communications technology • current tourism industry data and information sources about tourism market trends.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of products, services or experiences developed by the individual to meet differing needs • evaluation of completed product costing and pricing structures for specific products • case studies to assess the individual's ability to assess markets with differing product preferences and requirements • use of case studies to assess ability to evaluate tourism products and markets with different distribution and marketing networks • written or oral questioning to assess knowledge such as structure of the tourism industry, tourism industry interrelationships, distribution networks, mark-up and commission structures and legal requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTPPD503 Research and analyse tourism data • SITTPPD602 Develop environmentally sustainable tourism operations • SITTPPD603 Develop culturally appropriate tourism operations • SITXMPR502 Develop and implement marketing strategies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Product may have single or multiple components, and may include:

- accommodation
- activities of any type
- attractions, both natural and built
- catering
- cruises
- events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - social
  - sports
- tours:
  - brochured
  - day
  - extended
  - group
  - incentives
  - individual
  - optional
  - series
- transport:
  - air
  - rail
  - bus or coach
  - shipping
- transfers.

Information sources may include:

- government bodies:
  - funding agencies

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- land management agencies
- internet
- local people
- reports and research:
  - local, state, regional or national marketing plans
  - statistical data
- research bodies:
  - public
  - private
- tourism operators:
  - accommodation
  - destination marketing companies
  - tour operators
  - inbound tour operators
  - tour wholesalers
- tourism organisations and associations
- training agencies.

Product and service gaps may include:

- gaps in existing product range
- markets for which level of demand is not being met
- markets not currently serviced by any competitor or potential competitor.

Organisation's capacity to provide proposed product may involve consideration of:

- destination factors:
  - capacity to sustain tourism
- impacts of potential product diversification for the business
- profitability issues
- resource constraints
- skills requirements
- sustainability:
  - economic
  - environmental:
    - current credentials
    - legislative, accreditation, permit requirements
    - minimal impact issues
  - social and cultural
- risk assessment and control requirements.

Expenditure items may include:

- capital costs and proportion attributed to the product

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- fixed costs
- human resource costs
- insurances
- licensing and permit fees
- marketing costs
- operating costs attributed to operating the product
- supply of component products and services
- variable costs.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD602 Develop environmentally sustainable tourism operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTPPD006B Plan and develop ecologically sustainable tourism operations. Title changed to better reflect the intent and content of the unit Added innovation. Re-worked Elements and Performance Criteria to better articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan strategically for environmentally sustainable operations. It requires the ability to establish and operate a sustainable operation and to monitor its environmental impact.

The work involved in this unit is subject to a range of regulatory requirements that relate to environmental sustainability at land management agency and federal, state or territory, and local government level.

Application of the Unit

This unit applies to all industry sectors, and to individuals with managerial responsibilities who have strategic planning and product development roles. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit applies to any operation with a strong focus on environmental sustainability.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for environmental sustainability.	1.1 Make environmental sustainability an integral part of product planning processes. 1.2 Conduct ***evaluations*** prior to any decision to establish the operation. 1.3 Consult ***stakeholders*** and incorporate their views into the planning process. 1.4 Investigate ***methods of managing impact***. 1.5 Develop strategies that provide social and economic returns to communities. 1.6 Proactively seek opportunities for new, innovative and more sustainable approaches. 1.7 Develop strategies that balance environmental sustainability and economic viability.
2. Implement environmentally sustainable operations.	2.1 Establish and integrate best practice environmental standards to limit ***negative environmental impacts***. 2.2 Evaluate and use technologies for environmental best practice. 2.3 Develop environmentally friendly codes of practice for the operation and for customer use. 2.4 Conduct operations according to environmentally sustainable practices, guidelines and legal requirements. 2.5 Promote environmental awareness among stakeholders.
3. Evaluate environmental	3.1 Monitor and assess environmental impacts as part of regular

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impact.	management reviews. 3.2 Monitor compliance with codes of practice and legislative requirements. 3.3 Initiate follow up action based on assessment of environmental impact and compliance.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with diverse stakeholders on potentially divisive and nuanced issues
- critical thinking skills to evaluate complex issues and information and develop strategic responses
- literacy skills to:
  - interpret materials describing environmental regulatory requirements and codes of practice
  - develop plans, systems and procedures for tourism operations
- numeracy skills to perform complex calculations to assess profitability considerations
- planning and organising skills to coordinate interrelated planning and operational processes
- problem-solving skills to respond to complex internal and external management challenges.

Required knowledge

- current research trends in the area of ecologically sustainable operations
- global environmental issues, in particular a layperson’s understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water
- relevance of particular environmental issues to the area or region of work including the specific features and vulnerabilities of the local environment
- consultation and communication mechanisms used by organisations in the product development process, including:
  - features
  - nature
  - objectives and outcomes

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  - scope
  - time parameters
- strategic frameworks and operational systems and procedures that support environmentally sustainable operations, including those related to:
  - customers
  - equipment and supplies
  - staff
- ways of balancing ecological sustainability and the economic viability of an operation
- laws, regulations and land management requirements and guidelines, including:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on operations in relevant areas.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• develop and implement a plan for a tourism, hospitality or event operation that supports environmental sustainability and provides evidence of:
	  • analysis of key environmental issues
	  • consultation with key stakeholders
	  • development of strategies and operational approaches that maximise positive impacts
	  • integration of current legislation, regulations and industry codes
	• demonstrate knowledge of current and emerging issues and trends for tourism and the environment.

Context of and specific resources for assessment	Assessment must ensure use of: • a destination, location, organisation or event for which an environmentally sustainable operation can be established • current information about environmental practices, such as legislation, guidelines and industry codes of practice • stakeholders with whom consultations can take place • current information and communications technology to

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support the research and planning process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a completed plan, including analysis of all evaluations that have been conducted
- evaluation of codes of practice developed by the individual for operations in particular locations
- use of case studies to assess ability to:
  - evaluate and respond to different commercial and environmental challenges
  - make suggestions for improving the environmental sustainability of existing tourism operations
- written or oral questioning to assess knowledge of industry codes of conduct, regulatory requirements, minimal impact techniques and methods of managing tourism impact
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD601 Develop tourism products
- SITTPPD603 Develop culturally appropriate tourism operations
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Evaluations may involve:

- environmental impact study
- evaluation of organisational capacity to comply with:
  - environmental and community protection laws
  - industry and ecotourism codes of practice
- social sustainability

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	• site studies.
Stakeholders may include:	• consumer representatives • host community • investors • government authorities • land management agencies • suppliers of environmentally-friendly products.

Methods of managing impact may include:	• community consultation and involvement
	• education programs:
	  • internal
	  • external
	• exclusion
	• operational initiatives:
	  • equipment selection
	  • frequency of operation
	  • group sizes
	  • scheduling for optimal weather conditions and seasons
	  • selection of most appropriate transport modes.

Negative environmental impacts may include:	• disturbance of flora and fauna • introduction of exotic and feral species • physical damage • pollution • visual impacts • waste issues.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD603 Develop culturally appropriate tourism operations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTPPD007A Plan and develop culturally appropriate tourism operations. Title simplified. Added innovation. Re-worked Elements and Performance Criteria to better articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan strategically for culturally appropriate business operations. It requires the ability to establish and operate a culturally appropriate tourism operation and to monitor its impact on local communities.

Application of the Unit

This unit applies to all industry sectors, and to individuals with managerial responsibilities who have strategic planning and product development roles. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit is particularly relevant to those organisations whose products involve substantial cultural content, the inclusion of visits to culturally sensitive sites, or a high level of interaction between people of different cultures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for culturally appropriate tourism operations.	1.1 Identify cultural issues for consideration at the commencement of the planning process. 1.2 Consult individuals and communities about potential ***cultural issues*** and incorporate their views into the planning process. 1.3 Analyse economic and social ***community impacts*** and develop responses that provide social and economic returns to the community. 1.4 Proactively seek opportunities for new, innovative and more sustainable approaches. 1.5 Develop strategies that balance cultural appropriateness and economic viability.
2. Implement culturally appropriate tourism operations.	2.1 Develop ***codes of practice and procedures*** that show respect for cultural values, avoid cultural stereotyping and take account of intellectual property issues. 2.2 Conduct operations according to codes of practice and encourage participation from host communities. 2.3 Educate colleagues about other cultures and societies during the development process. 2.4 Promote the need for culturally appropriate behaviour throughout the organisation and with customers.
3. Evaluate operations.	3.1 Monitor and assess operations to ensure culturally appropriate practices are maintained. 3.2 Conduct regular consultation with stakeholders to obtain feedback. 3.3 Deal with operational issues and consider changes to continuously improve organisational practices.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with diverse stakeholders on potentially divisive and nuanced issues
- critical thinking skills to evaluate complex issues and information and develop strategic responses
- literacy skills to:
  - interpret material dealing with complex cultural and organisational information
  - develop plans, systems and procedures for tourism operations
- numeracy skills to perform complex calculations to assess profitability considerations
- planning and organising skills to coordinate interrelated planning and operational processes
- problem-solving skills to respond to complex internal and external management challenges.

Required knowledge

- current research trends in the area of cultural tourism
- social, cultural and economic impact of tourism at a community wide level, including those for a specific community
- consultation and communication mechanisms used by organisations in the product development process, including:
  - features
  - nature
  - objectives and outcomes
  - scope
  - time parameters
- copyright and intellectual property issues associated with delivering information about local cultural issues, including those specific to Indigenous communities
- strategic frameworks and initiatives used by organisations to foster culturally appropriate behaviour during product development and product delivery, including:
  - educational options
  - for internal and external stakeholders
  - procedural initiatives
  - promotional opportunities
- ways of managing and minimising negative impacts and maximising positive impacts on the local culture, both economic and social
- ways of balancing cultural sustainability and the economic viability of an operation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- develop and implement a plan for a tourism, hospitality or event operation that supports cultural sustainability and provide evidence of:
  - analysis of key cultural issues
  - consultation with key stakeholders
  - development of strategies and operational approaches that maximise positive impacts
  - integration of best practice approaches
- demonstrate knowledge of current and emerging cultural tourism issues and trends.

Context of and specific resources for assessment

Assessment must ensure use of:

- a destination, location, organisation or event for which a culturally sustainable operation can be established
- current information about practices that support cultural sustainability
- stakeholders with whom consultations can take place
- current information and communications technology to support the research and planning process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a completed plan, including analysis of all evaluations that have been conducted
- evaluation of codes of practice developed by the individual
- use of case studies to assess ability to:
  - evaluate and respond to different commercial and environmental challenges
  - make suggestions for improving the environmental sustainability of existing tourism operations
- written or oral questioning to assess knowledge of social, cultural and economic impacts of tourism, current industry trends and codes of practice
- review of portfolios of evidence and third-party

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workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD601 Develop tourism products
- SITTPPD602 Develop environmentally sustainable tourism operations
- SITXFIN501 Prepare and monitor budgets.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cultural issues may include:

- access restrictions
- cultural differences in styles of negotiation and communication
- culturally appropriate activities
- traditional and contemporary values and customs
- use of appropriate staff
- use of cultural information.

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Community impacts may be:

- negative:
  - damage to culturally sensitive areas or sites
  - effect on social structures
  - trivialisation of culture
- positive:
  - cultural benefits
  - economic benefits to local community
  - employment opportunities
  - greater understanding between host and visitor cultures
  - improved local facilities
  - visitor education.

Codes of practice and procedures may relate to:

- consultation and communication protocols
- evaluation mechanisms
- guidance materials for:
  - appropriate staff and customer behaviour in given situations
  - language skill requirements
  - negotiating contracts in cross-cultural situations
  - use of culturally sensitive information
- staff selection:
  - involving appropriate people in both product development and delivery
  - appropriate staff for different situations.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTPPD604 Develop and implement local or regional tourism plan

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTPPD010A Develop and implement local or regional tourism plan. Split Element 1 into two elements. Changes made to structure of Elements and Performance Criteria and content added to reflect complexity of unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement a strategic tourism plan in a local or regional area. It requires the ability to develop the plan in consultation with the local community and monitor its success in the context of the overall and long-term operation of tourism as an industry in the area.

Application of the Unit

This unit applies to individuals working at senior levels in local, regional, state or territory tourism organisations who have a strategic tourism planning role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct research to support tourism planning.	1.1 Gather and analyse current internal and external business and market information. 1.2 Evaluate and consult with others about overall approach to tourism development in the area. 1.3 Research and develop an inventory of ***tourism infrastructure*** and carrying capacity of the area. 1.4 Analyse ***product and service gaps*** and potential for future development and innovation. 1.5 Analyse current skill profile and potential skills gaps in local labour force. 1.6 Assess ***community impacts***, including environmental, social, cultural and economic factors and opportunities. 1.7 Conduct ***community consultations***. 1.8 Investigate ***community and industry resources*** available to implement the plan.
2. Develop tourism plan.	2.1 Create plans that include clear strategic and tactical focus, identifying priorities, responsibilities and timelines. 2.2 Integrate financially sound ***resource strategies*** and take advantage of new and emerging technologies. 2.3 Propose administrative framework and systems capable of supporting the plan. 2.4 Consult appropriate colleagues during planning process. 2.5 Develop performance indicators, contingency plans and ***evaluation methods***. 2.6 Submit plans to the appropriate authority for approval prior to implementation.
3. Implement and monitor tourism	3.1 Initiate an internal and external communications strategy. 3.2 Implement and monitor actions according to schedule and

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plans.	contingencies. 3.3 Develop progress and other reports according to organisational requirements. 3.4 Involve community in tourism issues on an ongoing basis.
4. Evaluate tourism plans.	4.1 Assess plan effectiveness using agreed evaluation methods and develop new or alternative approaches as required. 4.2 Submit changes for consideration and approval by the appropriate authority. 4.3 Implement and communicate agreed changes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - manage consultation with the broad community and key community stakeholders
  - facilitate information sessions
- critical thinking skills to evaluate complex market and business information and develop strategic responses
- literacy skills to:
  - interpret wide ranging information from a variety of potentially unfamiliar sources
  - develop complex documents that include a strategic and tactical focus
  - prepare consultation information
- numeracy skills to:
  - research statistical data
  - estimate financial impacts of different strategies
- planning and organising skills to coordinate planning processes that involve multiple stages and inputs
- problem-solving skills to work with different community views about tourism.

Required knowledge

- key stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- key stakeholders in the area and their roles in the tourism planning process
- environmental, social, cultural and economic aspects of the area that impact planning, including:
  - current economic status and profile of tourism
  - community attitudes
  - features of environmentally or culturally sensitive areas

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    - natural and man-made attractions
    - main industries, past and present
    - socio-economic factors
    - features of the area in relation to other areas, either nearby or with similar profiles
- current tourism operators and product base in the area, and opportunities to extend these
- distribution and marketing networks currently supporting the tourism product base, and opportunities to extend these
- market competitors and the main features of those areas and their tourism strategies
- strategic planning methodologies, including key stages and content requirements
- community consultation approaches, including features, costs and benefits of:
    - media strategies, including digital strategies
    - consultation formats
    - stakeholder engagement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • apply an effective planning process to the development of a local or regional tourism plan • develop strategic responses to complex community and organisational issues • consult and communicate with diverse stakeholders during the planning process • demonstrate knowledge of the issues that impact the planning, development and administration of tourism for a local or regional area, including the distribution and marketing of particular products.
Context of and specific resources for assessment	Assessment must ensure use of: • a local or regional area for which a plan can be developed • current tourism industry information and data on the area • community stakeholders for participation in consultation.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a project and plan completed by the individual to develop, implement and monitor a tourism plan for a given local or regional area
- use of case studies to assess the individual's ability to evaluate planning priorities for communities with different:
  - social, cultural and economic structures and issues
  - tourism product bases, and distribution and marketing networks
- written or oral questioning to assess knowledge of distribution networks, strategic and tactical community consultation processes and planning techniques
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD401 Package tourism products
- SITTPPD501 Develop host community awareness of tourism
- SITTPPD502 Assess tourism opportunities for local communities
- SITXMPR502 Develop and implement marketing strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tourism infrastructure may include:

- accommodation
- attractions
- conference facilities
- retail
- tours
- transport

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- visitor information services.

Product and service gaps may relate to:

- assessment of region to meet current and future customer expectations
- inability to service current demand
- inappropriate operating practices for the current market place
- opportunities for new products and services.

Community impacts may include:

- benefits:
  - cultural benefits, including cultural preservation
  - economic benefits to local community
  - employment opportunities
  - greater understanding between host and visitor cultures
  - improved local facilities
  - visitor education
- costs:
  - damage to environmentally or culturally sensitive areas
  - effect on social structures
  - trivialisation of culture.

Community consultations may include:

- activities to gain community support for the planning process prior to commencement
- community meetings
- formal and informal community research
- community representation on planning steering committees
- publication and display of draft plans for community comment
- seminars
- social media activities.

Community and industry resources may relate to:

- current market position
- expertise of those likely to implement the plan
- local government resources
- local skill profile
- local tourist associations or other industry bodies
- opportunities for cooperative approaches
- opportunities for sponsorship
- potential for state or federal assistance
- preparedness of individual tourism operators to contribute to the plan.

Resource strategies may be:

- financial
- human

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Evaluation methods may include:

- physical.
- community feedback
- industry feedback
- marketing exposure achieved
- research on business performance:
  - attendance numbers
  - enquiry levels
  - occupancy levels
  - retail sales
  - tour sales.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITTTOP301 Load touring equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTOP002A Load touring equipment and conduct pre-departure checks. Integrated Element 1 into Element 2. Strengthened legal and safety. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, prepare and check touring equipment and supplies.

Application of the Unit

This unit applies to the tour operations sector. Tours may be day or extended, involve one or more destinations and could use any form of transportation. Individuals working with some independence under limited supervision prepare and check touring equipment. This could include operations coordinators and guides. The unit also applies to owner–operators of small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and prepare equipment and supplies.	1.1 Identify required ***equipment and supplies*** from ***tour documentation*** and liaison with colleagues. 1.2 Select and check equipment and supplies against requirements. 1.3 Use resources in ways that minimise potential for waste and maximise organisational profitability. 1.4 Conduct safety checks according to organisational procedures and statutory requirements. 1.5 Identify, report and rectify shortfalls and problems.
2. Load equipment and supplies.	2.1 Load equipment and supplies using safe ***manual handling techniques***. 2.2 Take account of terrain to be covered and access requirements during tour. 2.3 Identify ***hazardous items*** and load to minimise risks. 2.4 Inspect load prior to departure.
3. Complete documentation.	3.1 Complete ***pre-departure documentation*** according to organisational and statutory requirements. 3.2 Report identified problems and suggest improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with colleagues on operational requirements
- critical thinking skills to evaluate ways of minimising waste and maximising profitability
- literacy skills to:
  - read and interpret tour documentation
  - complete pre-departure documents
- numeracy skills to calculate and load correct quantities
- planning and organising skills to follow a logical selection, loading and checking process
- problem-solving skills to pro-actively identify and respond to discrepancies with

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equipment and supplies.

Required knowledge

- features and inclusions of tour documentation in the relevant industry context
- equipment and supplies required for tours being operated
- ways in which effective management of equipment and supplies can improve profitability
- ways of minimising waste with equipment and supplies
- loading techniques appropriate to workplace and form of transportation
- manual handling techniques, including specific requirements for hazardous items
- legal obligations of tour operators in relation to equipment and supplies, including those relating to:
  - maintenance
  - licensing or accreditation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • check and load equipment and supplies for multiple tours according to operational documentation • complete loading and pre-departure checks within typical workplace time constraints • demonstrate knowledge of safety requirements for handling and loading of equipment and supplies, including hazardous items.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated venue, such as an operational depot where pre-departure checks and loading take place • supplies and equipment used in the operation of a tour in the relevant context • commercially-realistic ratios of operational staff to equipment and supplies • tour documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- direct observation of the individual loading equipment and supplies and conducting pre-departure checks
- review of loading and checking plans, notes or operational checklists prepared by the individual
- written or oral questioning to assess knowledge of work health and safety issues, legislative requirements and tour documentation relating to loading and checking equipment and supplies
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTOP302 Provide outdoor catering
- SITTTOP402 Set up and operate a camp site
- SITTTOP403 Operate tours in a remote area.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment and supplies may include:

- equipment:
  - camping
  - catering
  - commercial cargo
  - communication
  - educational
  - maintenance
  - protective clothing
  - recreational
- supplies:
  - food and beverage
  - fuel
  - medication and first aid kit
  - water.

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Tour documentation may include:	• catering
	• equipment and supplies
	• tour details:
	  • itineraries
	  • passenger information
	  • rooming lists.

Manual handling techniques may involve:	• lifting • seeking assistance from others • shifting • using equipment to assist lifting or shifting.
Hazardous items may include:	• aerosols • gas containers • glass containers • medication • petrol, fuel or inflammable materials • sharp items.
Pre-departure documentation may include:	• completed checklists • fault reports • supply lists.

Unit Sector(s)

Tourism

Competency Field

Tour Operations

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SITTTOP302 Provide outdoor catering

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTOP005A Provide camp site catering. Titled changed to better reflect intent and content, not just camp site catering.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide catering for tour participants in an outdoor environment. It requires the ability to plan menus and ensure that food is stored, prepared and served in a safe and hygienic manner.

Application of the Unit

This unit applies to tour operators who operate tours involving the provision of meals at temporary or semi-permanent sites, picnic areas and rest sites. Outdoor catering may be provided for a day tour or on tours that involve one or more overnight stays. Individuals working independently in the field undertake this role. This could include guides, camp site cooks or owner-operators of small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan outdoor menus.	1.1 Plan nutritionally-balanced menus from the options available and take account of ***touring and participant factors***. 1.2 Identify special requests and ensure that ***special meals*** can be offered for those with special dietary requirements. 1.3 Identify ***food safety hazards*** involved in storing, preparing and serving planned meals, assess risks and take action to eliminate or minimise them.
2. Store and maintain food and beverages.	2.1 Select and use appropriate ***storage equipment***. 2.2 Store ***food and beverage*** items safely and hygienically. 2.3 Monitor quality of food and beverages during tour and make adjustments as required.
3. Prepare and serve meals.	3.1 Check, clean and set up food preparation equipment as required. 3.2 Treat water, if required, to ensure suitability for human consumption. 3.3 Use safe and hygienic ***food preparation techniques***. 3.4 Prepare food using a range of ***cooking methods***. 3.5 Serve food according to safe hygiene practices.
4. Clear and clean catering equipment.	4.1 Clear, clean and break down equipment in a safe, hygienic and environmentally sound manner. 4.2 Remove rubbish from site where disposal facilities are not available and store remaining foodstuffs safely and hygienically.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- critical thinking skills to assess and respond to food safety requirements
- literacy skills to read and interpret cooking and storage instructions
- numeracy skills to calculate appropriate numbers of meals and proportions of ingredients
- planning and organising skills to coordinate the meal preparation process for groups of

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people
- problem-solving skills to monitor and respond to routine food storage and preparation problems.

Required knowledge

- features of a balanced diet in terms of need for different food groups and appropriate quantities
- key features and operation of common outdoor catering equipment
- food preparation techniques commonly used in an outdoor environment, including cutting and washing
- cooking techniques commonly used in an outdoor environment, including:
  - barbecuing
  - boiling
  - frying
  - grilling
  - roasting
- hygiene and food safety issues and hazards that relate to outdoor catering and how to respond, including:
  - potential for contaminated water
  - lack of refrigeration
  - cleanliness of preparation areas
  - personal hygiene
  - storage risks (cross contamination)
- safety issues associated with outdoor catering equipment, including those related to the use of fires and gas
- environmentally sound disposal methods for catering waste
- existence and basic aspects of national, state or territory food safety laws, standards and codes, including:
  - actions that must be adhered to by businesses
  - employee responsibility to participate in hygienic practices
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
  - meaning of hazardous foods and major causes of contamination and cross-infection
  - in foods used in the organisation
  - methods of food storage, production, display, service and disposal for food used by the organisation, especially appropriate temperature levels for each of these processes
  - environmental conditions, including temperature controls and temperature danger zones, for storage of main food types used in the organisation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • safely and hygienically prepare food in an outdoor environment using a range of common preparation and cooking techniques • set up, operate and break down outdoor catering equipment • demonstrate and apply knowledge of food safety standards and requirements, especially as they relate to off-site catering • demonstrate knowledge of general nutritional principles and the range of food options available for outdoor catering.
Context of and specific resources for assessment	Assessment must ensure use of: • an outdoor environment • catering equipment and supplies used for preparing and providing outdoor meals • sufficient numbers of people to be fed to reflect local industry needs and product profile.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual setting up, operating and breaking down an outdoor catering facility and preparing and serving meals • evaluation of feedback from those fed by the individual • review of menu plans and checklists prepared or completed by the individual • review of post-tour catering reports completed by the individual • written or oral questioning to assess knowledge of work health and safety and food safety issues, including food safety regulations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTOP301 Load touring equipment • SITTTOP402 Set up and operate a camp site • SITTTOP403 Operate tours in a remote area.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Touring and participant factors that must be considered are:	• availability of supplies • budget • climate • duration of trip • facilities and equipment available for cooking • number of participants • special dietary requirements.
Special meals may involve:	• catering for those with cultural dietary requirements • catering for those with food allergies • providing vegetarian meals.
Food safety hazards may include:	• contaminated water supplies • minimal or no facilities to properly wash perishable foodstuffs, and cooking and storage equipment • lack of access to refrigeration or appropriate cooling facilities for perishable goods.
Storage equipment may include:	• dry goods storage containers • ice boxes • refrigeration.
Food and beverages may be:	• canned • convenience • dehydrated • fresh • frozen • long-life • vacuum-packed.

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Food preparation techniques may include:	• cutting • dicing • peeling • slicing • washing.
Cooking methods may include:	• barbecuing • boiling • frying • grilling • roasting.

Unit Sector(s)

Tourism

Competency Field

Tour Operations

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SITTTOP401 Allocate tour or activity resources

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTOP001A Allocate tour resources. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess operational requirements and allocate human and physical resources to support efficient and effective tour operations.

Application of the Unit

This unit applies to industry sectors that provide tours and activities for customers. It has particular application to tour operators and to some attractions and theme parks that allocate resources to single or series activities. Individuals working independently with limited guidance from others undertake this role. This could include senior guides or operations managers. The unit also applies to owner–operators of small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Evaluate resource requirements.	1.1 Liaise with colleagues about tour or activity ***resource requirements***. 1.2 Evaluate ***operational information*** to determine participant and operational needs.
2. Allocate resources to meet operational needs.	2.1 Assess ***resource risks*** and make contingency plans to avoid disruptions. 2.2 Maximise profitability in the allocation of resources and consider ways to enhance operational sustainability. 2.3 Take account of maintenance, safety and statutory requirements. 2.4 Provide colleagues and participants with ***resource information*** in a timely manner.
3. Monitor and adjust resource allocation.	3.1 Monitor resource efficiency and effectiveness and action contingency arrangements as required. 3.2 Recognise and respond to changes in resource priorities. 3.3 Provide and seek regular feedback to facilitate continuous improvement of the operation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with others on resource requirements
  - provide and seek regular feedback on efficiency of resource allocation
- critical thinking skills to assess and respond to potentially complex and competing operational, profitability and service priorities
- literacy skills to:
  - read and interpret tour information and customer data
  - prepare wide ranging operational information in established formats including rosters, resource schedules and operational itineraries

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- numeracy skills to:
  - calculate and allocate appropriate resources
  - calculate costs within a predetermined budget
- planning and organising skills to coordinate and schedule multiple operational resources
- problem-solving skills to develop and implement resource contingency plans
- technology skills to work with resource allocation systems.

Required knowledge

- operational elements of tours or activities relevant to the work context
- key aspects of relevant federal, and state or territory legal requirements for resource allocation, including those related to:
  - human resources - award provisions, safe hours of work, workplace relations
  - physical resources - equipment safety, maintenance and registration requirements
- sustainability considerations in resource allocation, including those related to:
  - economic sustainability - business profitability through waste minimisation
  - environmental sustainability - resource conservation and waste minimisation
  - social sustainability - effective management of human resources
- planning and scheduling processes for tour and activity operations in the context of resource allocation
- systems and documentation used by tourism operators to control resource allocation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • allocate and monitor resources for multiple tours or activities to meet profitability, efficiency and service needs • cope with time pressures and other work constraints that apply to the resource allocation role, including for the application of contingency management skills • demonstrate knowledge of the legal and safety requirements that impact on resource allocation in the relevant context.
Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated tours or activities for which

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resources can be allocated
- operational, reservations and sales data on which resource allocation is based
- current information and communications technology used for resource allocation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of allocation documentation and reports prepared by the individual for particular tours or activities
- use of case studies to assess ability to allocate resources for specific operating circumstances
- written or oral questioning to assess knowledge of safety and legal requirements and the key organisational issues to be considered in resource allocation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXHRM401 Roster staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource requirements may include:

- human resources:
  - camp site cooks
  - drivers
  - drivers and guides
  - hostesses
  - interpreters
  - specialist tour leaders
  - tour guides

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- tour managers
- physical resources:
  - consumable goods
  - equipment:
    - camping
    - catering
    - communication
    - educational
    - first aid equipment
    - maintenance equipment
    - recreational equipment
    - safety equipment
  - transportation
  - spare parts or equipment.

Operational information may include:

- costing and sales price data
- participant or customer profiles, including special requests
- supplier information
- reservations and sales data
- technical or operational itineraries and schedules.

Resource risks may include:

- breakdown
- equipment failure
- exhaustion of regulated equipment or human resource hours during tour or activity
- inadequate equipment to meet the needs of the tour or activity
- over allocation of consumable goods and associated wastage
- sickness or injury to personnel
- wear and tear.

Resource information may include:

- operational itineraries giving details of specific resources allocated
- schedules allocating specific duties
- schedules allocating specific physical resources
- staffing rosters.

Unit Sector(s)

Tourism

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Competency Field

Tour Operations

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SITTTOP402 Set up and operate a campsite

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTOP004B Set up and operate a camp site.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set up and use a touring camp site. Safety, low environmental impact and adherence to land management guidelines are a key focus.

Application of the Unit

This unit applies to camping tour operators. Camp sites could be in established camping areas or sites created by the operator. Individuals working independently in the field, within established organisational procedures undertake this role. This could include owner–operators or guides.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select camp site.	1.1 Access ***camp site*** according to tour itinerary and land management requirements.
	1.2 Where no designated area exists, select site for comfort, safety and minimal ***negative environmental impact***.
	1.3 Identify ***camp site hazards***, assess associated risks and eliminate or minimise hazards.
2. Set up camp site.	2.1 Set up ***camp site facilities***, using safe manual handling techniques for equipment and supplies.
	2.2 Arrange appropriate shelter for the prevailing weather and conditions.
	2.3 Identify and access required water sources.
	2.4 Construct camp fires in a safe location minimising danger to crew, participants and environment.
3. Operate camp site.	3.1 Operate ***camping equipment*** according to manufacturer instructions and safety guidelines.
	3.2 Establish and follow environmentally friendly rubbish and human waste disposal procedures.
	3.3 Brief customers on waste disposal requirements, agree to procedures and monitor adherence.
	3.4 Discuss and agree acceptable camp site behaviour with participants.
	3.5 Operate camp fires according to land management and safety requirements.
	3.6 Monitor camp site operations and make adjustments as required.
4. Break camp.	4.1 Safely dismantle, pack and store equipment and belongings.
	4.2 Remove rubbish from the site where disposal facilities are not available.
	4.3 Extinguish camp fires fully to ensure there is no danger to the environment.
	4.4 Leave camp site in the original or improved condition.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide advice to participants on waste disposal requirements and camp site behaviour
- literacy skills to:
  - read and interpret tour itineraries and customer information
  - read and interpret land management requirements
  - read and interpret manufacturer instructions
- planning and organising skills to coordinate the set up, operation and break down of a camp site
- problem-solving skills to monitor and respond to potentially unpredictable operational and service challenges.

Required knowledge

- health and safety issues to be considered when setting up, operating and breaking down a camp site, including those related to:
  - open fires
  - handling and disposal of waste
  - safe manual handling for heavy equipment
- features of a desirable camp site, including considerations related to:
  - type of ground
  - level of ground
  - position of trees
  - proximity to water
  - local fauna
  - shade and shelter
- sustainability considerations for camp site operations, including those related to:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - industry codes of practice
  - handling and disposal of waste, including human waste
  - use of water sources
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- operational features of standard camping equipment
- challenges and issues that arise during camp site stays and ways to respond.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • select, set up and safely operate a camp site with minimal negative environmental and social impact for a minimum of one night • safely operate of a range of camping equipment • demonstrate knowledge of potential environmental impacts of operating a camp site and associated minimal impact practices • demonstrate knowledge of safety, regulatory and land management issues that impact camp site set-up and operation.
Context of and specific resources for assessment	Assessment must ensure use of: • an environment suitable for camping • a group for, or with whom, the site is set up and operated • a range of camping equipment suited to local industry conditions • regulation, guidelines and industry codes of practice that apply to camping in the relevant area.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual completing tasks to safely set up, operate, and dismantle and clean a camp site • review of operational plans, checklists and post-tour reports prepared by the individual • evaluation of feedback from group members who have participated in a camping tour coordinated by the individual • written or oral questioning to assess knowledge of camping procedures and equipment, sustainability considerations and work health and safety requirements • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTOP301 Load touring equipment • SITTTOP302 Provide outdoor catering • SITTTOP403 Operate tours in a remote area.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Camp site may be:	• permanent • semi-permanent (seasonal) • temporary.
Negative environmental impact may include:	• damage to camp sites and surrounding areas • damage to culturally sensitive areas or sites • disturbance or injury to fauna • instigation of bush fire due to incorrect management of open fires • noise disturbance to the local community • physical damage to flora • pollution from waste.
Camp site hazards may include:	• insufficient distance and protection from local wildlife • insufficient shade and protection from other weather elements • poor access to facilities • swollen creeks or rivers and possible flood activity • unstable trees or tree branches

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	• unstable, rocky or uneven ground.
Camp site facilities may include:	• dining and cooking areas • entertainment or scenic viewing areas • fire sites • latrines • pathways • tents • wash areas.
Camping equipment may include:	• cleaning equipment • cooking equipment • cutting equipment and tools • groundsheets • first aid kit • lights • sleeping equipment • tables and chairs • tents.

Unit Sector(s)

Tourism

Competency Field

Tour Operations

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SITTTOP403 Operate tours in a remote area

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTOP006B Operate tours in a remote area.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work on tours visiting remote areas. It requires the ability to use bushcraft and survival skills, operate communications equipment and conduct tours with minimal impact. There is also a focus on the ability to respond to emergency situations.

Application of the Unit

This unit applies to tour operators taking customers to remote areas. Those experiences may be day or extended tours. People working independently in the field, within established organisational procedures undertake this role. This could include owner–operators or guides.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Use bush craft and survival techniques.	1.1 Identify current remote area ***hazards***, assess risks and action contingency plans to eliminate or control the risks. 1.2 Read maps and use ***navigation and communication equipment***. 1.3 Share bush craft knowledge with participants to enhance ***tour experiences*** and use their help as required. 1.4 Use ***bush craft and survival techniques*** in ***emergency situations*** to source water, food and shelter and to signal for help or rescue.
2. Operate remote area communications equipment.	2.1 Tune and adjust equipment for clear transmission. 2.2 Obtain and select correct address to make outgoing communication. 2.3 Operate communications equipment according to organisational procedures and safety requirements. 2.4 Relay and receive messages using appropriate volume, tone and radio call signs and conventions. 2.5 Provide appropriate response and information to caller, and confirm that requests have been actioned.
3. Conduct remote area touring activities with minimal impact.	3.1 Conduct tour to ensure minimal ***negative environmental impacts*** and maximum comfort and safety of passengers. 3.2 Conduct activities according to special permit requirements and report incidents to the relevant agency. 3.3 Monitor status of culturally or environmentally sensitive areas and report deficiencies or damage to the relevant agency. 3.4 Minimise the effects of noise on local communities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills to use remote area communications equipment effectively
- literacy skills to interpret complex remote area maps
- numeracy skills to calculate distances between various declinational points
- planning and organising skills to coordinate different service and operational elements of a remote area tour
- problem-solving skills to independently respond to varied and unpredictable operational challenges.

Required knowledge

- bush craft and survival techniques, including:
  - building temporary shelter
  - navigating when lost
  - navigating when maps and navigation equipment fail
  - signalling for help when communications equipment fails
  - sourcing food
  - sourcing water
- map reading and use of navigational equipment
- operational features of remote area communication methods and equipment, including international radio call signs
- key features and operational aspects of equipment and supplies needed for remote area touring
- sustainability considerations for remote area operations, including those related to:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - industry codes of practice
  - handling and disposal of waste, including human wast
  - use of water sources
- laws, regulations and land management requirements and guidelines, including
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this	Evidence of the ability to: • safely operate tours in remote areas with minimal negative environmental and social impact

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unit	• use problem-solving, bush craft and survival techniques in a remote area • respond effectively to a range of emergency situations • demonstrate knowledge of minimal impact practices and the safety and regulatory issues that relate to remote tour operation.
Context of and specific resources for assessment	Assessment must ensure use of: • a remote area where bush craft and survival techniques can be demonstrated • transportation, communications, navigation and other equipment used on remote tours.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual using bush craft and survival techniques • direct observation of the individual receiving and relaying communications • review of operational plans, checklists and post-tour reports prepared and completed by the individual • written or oral questioning and role-plays to asses ability to respond to a range of remote area emergency situations • written or oral questioning to assess knowledge of safety issues, bush craft and survival techniques, regulatory issues and minimal impact practices • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTOP301 Load touring equipment • SITTTOP402 Set up and operate a camp site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:	• animal or insect infestation • blocked roads • civil uprising • damaged facilities • disease • flooding • inclement weather • lack of available supplies • landslips.
Navigation and communication equipment may include:	• compass • Emergency Position Indicating Radio Beacon (EPIRB) • Global Positioning System (GPS) • radio communication equipment.
Tour experiences may include:	• adventure activities • aerial sightseeing • boating and cruising • fishing • four-wheel drive sightseeing • walking.
Bush craft and survival techniques may involve:	• building temporary shelter • navigating when lost • navigating when maps and navigation equipment fail • signalling for help when communications equipment fails • sourcing food • sourcing water.

Emergency situations in a remote area may involve:	• accidents:
	  • falls
	  • vehicle or vessel accident
	• equipment failure:
	  • communications
	  • transport
	• injury or illness to self or customer:
	  • dangerous bites or stings
	  • heat exhaustion
	  • heat stroke
	  • hypothermia.

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Negative environmental impact may include:	• damage to camp sites and surrounding areas • damage to culturally sensitive areas or sites • disturbance or injury to fauna • instigation of bush fire due to incorrect management of open fires • noise disturbance to the local community • physical damage to flora • pollution from waste.

Unit Sector(s)

Tourism

Competency Field

Tour Operations

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SITTTSL201 Operate an online information system

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL001A Operate an online information system.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate an online information system to source information for various operational purposes. It requires the ability to identify information requirements and locate, check and download information.

Application of the Unit

This unit applies to any tourism, hospitality and event industry sector. The online system used will vary according to the organisation and industry sector but can include the Internet, and any internal or external information database.

This unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a basic operational function of minimal complexity and those individuals who work with very little independence under close supervision would also use this skill.

This includes visitor information officers, retail travel consultants, corporate consultants, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers and reservation sales agents.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access online information.	1.1 Identify information requirements. 1.2 Identify sources of information and access the correct ***online information systems***. 1.3 Select appropriate search methods for the type of ***information*** required. 1.4 Use key words and phrases to search for required information. 1.5 Use the ***features of the system*** to access the full range of required information.
2. Check and download information.	2.1 Check that the information covers the required scope and purpose. 2.2 Conduct a further search if information is insufficient. 2.3 Select required information. 2.4 Place an order for any information that must be purchased. 2.5 Download and save information according to system procedures. 2.6 Organise information in a suitable format for use. 2.7 Use information according to copyright and intellectual property requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and follow online instructions for searching and downloading information
  - spell key search words and phrases

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  - research, interpret and sort relevant information
- problem-solving skills to identify deficiencies in information and to resolve by ongoing searches
- technology skills to:
  - use a computer and keyboard
  - manipulate the features of online information systems to search for information
  - download and save information.

Required knowledge

- for the specific industry sector and organisation:
  - different types of online information systems used
  - role of specific information systems
  - functions of the information systems
- basic aspects of state, territory or commonwealth copyright and intellectual property laws, including requirements for copying and using online information.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source and retrieve multiple types of information from an online system in response to multiple customer requests covering a range of products and services • use the functions of the system to efficiently access the information • complete information retrieval activities within commercial time constraints and deadlines determined by the customer or the organisation.
Context of and specific resources for assessment	Assessment must ensure use of: • computers and information systems currently used by the tourism, hospitality and event industries to store product-related information; the Internet could be one of these • current plain English regulatory documents describing copyright and intellectual property requirements.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of information samples sourced by the individual to meet particular customer needs
- direct observation of the individual using a system in response to specific requests
- written or oral questioning to assess knowledge of:
  - the role of information systems within the tourism, hospitality and events industry
  - system features
  - copyright requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB305 Provide advice on Australian wines
- SITHFAB309 Provide advice on food
- SITTTSL202 Access and interpret product information
- SITTTSL301 Provide advice on international destinations
- SITTTSL302 Provide advice on Australian destinations
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation
- SITXCCS201 Provide visitor information
- SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Online information systems may
- computerised reservations systems (CRS)
- extranet

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include:	• global distribution systems (GDS) • internal tourism information databases • international government tourism authority information systems • Internet • intranet • state and federal government tourism authority information systems.

Information may relate to:	• destination information
	• any tourism, hospitality or events product or service:
	  • booking requirements
	  • commissions payable
	  • product features and benefits
	  • rates
	  • schedules.

Features of the system may include:	• payment arrangements
	• search functions of:
	  • databases
	  • internet search engines.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL202 Access and interpret product information

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL002A Access and interpret product information.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to access information on tourism, hospitality or events products to fulfil any sales or operational need. It requires the ability to identify product information sources and to interpret specific details of the products.

Tourism personnel selling travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). Sales personnel must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy.

Application of the Unit

The product can include any international or domestic product sold by any tourism, hospitality or event organisation. The breadth and depth of product knowledge and its application will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of products but focuses on the ability to collect and interpret information.

The unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a fundamental tourism industry function and those individuals who work with very little independence under close supervision would also use this skill.

This includes visitor information officers, retail travel consultants, corporate consultants, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, reservations sales agents.

Licensing/Regulatory Information

No occupational licensing requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access product information.	1.1 Identify the ***sales or operational need*** for ***product*** information. 1.2 Identify and access ***sources of product information***. 1.3 Use a ***range of methods*** to obtain information on products. 1.4 Select sources according to commercial agreements and specific needs. 1.5 Source ***specific product information*** to meet the sales or operational need.
2. Interpret product information.	2.1 Read and interpret general and ***specific details about the product*** and use information to meet the sales or operational need. 2.2 Interpret any ***special jargon or specifications*** in product information and accurately apply these to the sales or operational activity. 2.3 Identify and assess any customer, sales or operational ***risks that relate to the product***. 2.4 Record and store information for future use.
3. Update knowledge of products.	3.1 Continuously obtain information to update knowledge of product features. 3.2 Source and access information on current and emerging ***customer technologies***. 3.3 Share new or updated product information with colleagues.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss products with colleagues and to question suppliers about product details
- learning skills to continuously update knowledge of products
- literacy skills to:
  - read and interpret complex product information, including terms and conditions of their sale
  - research, sort and interpret product information
  - write notes and basic summaries of information
- numeracy skills to interpret product costs and their application to different customers and seasons
- teamwork skills to share product information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- for the specific industry sector and organisation:
  - sources of product information and specific product types
  - major categories of tourism, hospitality or event products and services
  - features and benefits of a diverse range of tourism, hospitality or event products
- where travel insurance is a product:
  - primary components of the Financial Services Reform Act (2001) including organisational responsibility for supplying product disclosure statements and providing accurate information on the provisions of the insurance policy
- industry terminology and common abbreviations for major product categories
- oral and written use of the 24-hour clock.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • obtain current, relevant and accurate information on tourism, hospitality or event products by accessing a range of information sources and using different research methods • interpret information on diverse products to meet different sales, operational and customer needs • interpret industry terminology and common abbreviations for major product categories • complete activities within commercial time constraints and deadlines determined by the customer or the organisation.
Context of and specific resources for assessment	Assessment must ensure use of: • computers, printers and information programs currently used by the tourism, hospitality or event industry to store product information • current product information within sales kits, brochures, timetables, tour schedules, product manuals, supplier information kits, information databases and computerised reservations systems.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• projects and activities that allow assessment of the individual's ability to:
	  • obtain current, accurate and relevant product information
	  • research product options to meet differing customer needs
	• direct observation of the individual delivering an oral presentation on the sourced information
	• written or oral questioning to assess knowledge of:
	  • the sources of product information
	  • various product features
	  • use of the 24-hour clock
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHFAB305 Provide advice on Australian wines

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- SITHFAB309 Provide advice on food
- SITTTSL301 Provide advice on international destinations
- SITTTSL302 Provide advice on Australian destinations
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL306 Book supplier services
- SITTTSL307 Process travel-related documentation
- SITTTSL308 Use a computerised reservations or operations system
- SITXCCS201 Provide visitor information
- SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sales or operational need may include:

- booking a supplier service for the customer
- hiring special equipment
- issuing:
  - air tickets
  - crew documentation, e.g. operational or technical itineraries
  - customer documentation for travel, tourism, hospitality or event products
- planning functions
- preparing quotations
- processing and monitoring event registrations
- processing financial transactions
- providing specific product information and advice for:
  - destinations
  - food and beverage
  - events and functions
- providing advice on customer use of new technologies
- providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts
- purchasing promotional products

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- processing a reservation from a customer
- selling travel add-ons:
  - flight fuel emissions offset fee ("flying carbon neutral")
  - prepayment of baggage charges
  - prepayment of in-flight meals
  - pre-travel seat selection
  - travel insurance
- selling tourism, hospitality or event products to the customer.

Product offerings within the tourism, hospitality and events industry are diverse and may include:

- accommodation
- activities
- convention facilities
- cruises
- currency and banking services
- entertainment
- entrance to attractions or sites
- event management services
- food, beverage and catering
- functions
- meals
- meeting or event equipment
- speaker services
- special event consumable items
- special events
- special items with customer’s corporate branding
- technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- tour guiding services
- tours
- transfers
- transportation
- travel insurance
- vehicle rental
- venue facilities.

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Sources of product information may include:

- Centralised Reservations System (CRS)
- Global Distribution System (GDS)
- international government tourism authority information systems
- Internet, intranet and extranet
- organisation-designed information systems, e.g. inventory control database
- principal or supplier of the product
- product library
- social media websites
- state and federal government tourism authority information systems.

A ***range of methods*** to obtain information may involve:

- accessing and reading promotional information, including travel guide books, and product brochures and updates
- accessing the Internet and intranet
- attending professional development activities including:
  - product launches
  - promotional seminars
  - trade shows
  - workshops
  - conferences
  - familiarisations
- contact with other organisations, including suppliers, principals and tourist information offices
- formal study
- informal discussions with colleagues
- liaising with trade and general media
- listening to radio
- personal on-site observation or exploration
- reading trade and general newspapers, books and other references
- watching television, videos and films.

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Specific product information may be found in:

- manufacturer specifications
- organisation-designed information systems:
  - inventory control database
  - product and service manuals
  - price lists
- supplier:
  - advertising flyers
  - brochures
  - confidential tariffs
  - e-brochures
  - information kits
  - product manuals
  - sales kits
  - social media sites
  - tariff sheets
  - timetables
  - websites.

Specific details about the product may include:

- booking procedures
- costs, tariffs and rates
- currency applied to the cost
- features and benefits
- point of conclusion or disembarkation
- point of departure
- product codes
- route
- scheduling information
- specifications for products to be branded with corporate details
- taxes and levies imposed
- technical specifications for audiovisual and other meetings and events equipment
- terms, conditions and rules
- touring inclusions and exclusions.

Special jargon or specifications may include:

- common abbreviations used in the tourism, hospitality and event industries
- industry terminology
- technical capacity of equipment
- use of the 24-hour clock.

Risks that relate to the product may include:

- fluctuations in exchange rates
- limitations in participation due to:
  - incapacity, e.g. age, disability

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- special licence requirements, such as driver's licence or SCUBA licence
- non-operation of the product, e.g. cancelled tour departure
- product price increase
- products that cause negative environmental, cultural or social impacts such as:
  - damage to environmentally or culturally sensitive areas or sites
  - damage to roads, tracks and fire trails
  - disturbance or injury to fauna
  - introduction of exotic and feral species
  - noise disturbance to the local community
  - physical damage to flora
  - pollution from vehicle emissions and unmanaged waste
  - trivialisation of culture
- safety risk to customer in participating in touring activities, e.g. adventure activities
- seasonal non-availability of the product
- unclear product provision, deposit, payment and cancellation terms and conditions
- unclear product, tax and levy costs.

Customer technologies may include:

- applications for electronic devices and computers
- automated airport check-ins
- online check-ins.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL301 Provide advice on international destinations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL003A Source and provide international destination information and advice. Title simplified. Some Performance Criteria reordered for logical sequencing.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and provide customer information and advice about international destinations including the types of product a destination offers. It requires the ability to identify appropriate information sources and research destinations in order to develop and update a general destination knowledge base.

Specific and detailed product knowledge is covered in SITTTSL202 Access and interpret product information.

Application of the Unit

International destinations and products can include any sold by any tourism or travel organisation. Travel and tourism operators such as retailers and tour wholesalers can specialise in one international destination or cover multiple destinations.

The breadth and depth of destination knowledge required will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of every destination but focuses on the ability to collect and interpret destination information.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, corporate consultants, wholesale operations consultants, account managers for professional conference organisers, event coordinators, tour managers and reservations sales agents.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of international destinations.	1.1 Identify and access ***information sources*** that provide current and accurate information on international destinations. 1.2 Obtain information on ***features of the international destination*** and the general type of tourism products. 1.3 Obtain ***key information on geographical features and current health and safety features*** of the international destination. 1.4 Identify and obtain ***general information on different tourism products*** to meet different customer needs. 1.5 Record and ***store destination information*** for future use.
2. Update knowledge of international destinations.	2.1 Use ***formal and informal research*** to update destination knowledge. 2.2 Seek feedback from colleagues and customers on their experience with international destinations. 2.3 Share updated information with colleagues.
3. Provide information and advice on international destinations.	3.1 Accurately identify the specific information and advice needs of the customer. 3.2 Promptly provide current and accurate destination and product information and advice. 3.3 Provide an appropriate scope and depth of information to meet customer needs. 3.4 Present information and advice in a clear format and style. 3.5 Refer customers to current sources of ***health***, ***safety and regulatory information***.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - identify the information needs of customers
  - seek and provide feedback on international destinations
  - provide a verbal summary of information
- initiative and enterprise skills to proactively seek information to assist with day-to-day sales functions
- learning skills to continuously update knowledge of tourism destinations
- literacy skills to:
  - read and interpret information on destinations and complex information about specific health, safety and regulatory issues for international destinations
  - research, interpret and sort relevant information
  - write basic summaries of information
- teamwork skills to share destination information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- sources of information on regions and destinations and types of product offered
- sources of information on current health and safety issues for the destination, including:
  - travel warning advice issued for Australian travellers by the federal government
  - health advisory notices and vaccination information issued by local and international bodies
- sources of information on regulatory issues for the destination, including passport and visa requirements and restrictions for visiting that destination
- for the specific industry sector and organisation:
  - appropriate breadth of international destination knowledge
  - pre-vocational assessment must include coverage of all six continents, the major regions and destinations found within
- for each destination, the depth of knowledge must cover:
  - key information on geographical features of the destination, including destination location, climate and seasonal factors of the destination and its region, and major geographical features of the destination and its region
  - key information on cultural and related features of the destination, including major cities, towns and tourist areas and precincts; areas of environmental, social or cultural significance or sensitivity; major man-made tourist attractions; major gateways for and transport networks within the destination and its region; and very basic aspects of the history and culture of the host community, including cultural mix and language spoken

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  - key information on socioeconomic features of the destination, including current state of the economy, basis for the economy (e.g. key industries) and currency used
- a range of formats for and inclusions of information presented to customers, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically).

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- obtain current, relevant and accurate information on international tourism destinations by accessing a range of information sources and using different research methods
- provide tailored international destination information and advice to meet the different requests of multiple customers
- complete research activities and provide information and advice within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism business operation or activity which sources and provides destination information to customers
- a real or simulated tourism industry environment where destination information is provided to customers; for example:
  - a conference venue for the event sector
  - a reservations area or call centre
  - touring environment for the guiding and tour operations sectors
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- computers, printers and information programs currently used by the tourism industry to store destination information
- current destination and general product information found within sales kits, brochures, product manuals, destination marketing organisation information kits, electronic

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information sources and information databases
- customers with whom the individual can interact and to whom they can provide destination advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects and activities that allow assessment of the individual's ability to:
  - obtain current, accurate and relevant destination information
  - research destinations to meet differing customer needs
- direct observation, using role plays, of the individual providing advice to customers
- written or oral questioning to assess knowledge of information sources and key destination information
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

Because of the broad industry application of this unit and the variances in the essential general knowledge base, it is critical that assessment is contextualised to meet the requirements of the specific industry sector, industry operator and particular needs of the job role. Providers of pre-employment training programs should cover a broad range of destination knowledge in order to provide a choice of vocational outcomes.

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITTTSL306 Book supplier services
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Information sources may include:	• computerised reservation systems (CRS) • global distribution systems (GDS) • international government tourism authority information systems • Internet, intranet and extranet • organisation designed information systems • principal or supplier of products • destination and product libraries • social media websites.
Features of the international destination include:	• areas of environmental, social or cultural significance or sensitivity • banking and currency information • facilities for customers with special needs • local customs • local economy • local facilities • major cities, towns and tourist areas and precincts • major gateways for and transport networks within the region and destination • major man-made tourist attractions • special features of the host community • special regional features.
Key information on geographical features includes:	• climate and seasonal factors of the destination and its region • location of the destination and the region in which it is located • major geographic features of the destination and its region.
Key information on current health and safety features may include:	• current health risks, including diseases, epidemics, and animal or insect infestation • natural disasters such as fire, flood, tsunami • political uprisings and civil commotion • terrorism threats or current acts • war.

General information on different tourism products may:	• be found in:
	  • advertising flyers
	  • brochures
	  • e-brochures
	  • product manuals
	  • sales kits
	  • social media sites
	  • supplier information kits

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- supplier websites
- include:
  - location of product within the destination
  - seasonal availability of product
  - styles of product available within the destination.

To ***store destination information*** may involve:

- computerised database of information
- files and notes for specific styles of customer group
- files and notes for specific touring routes or locations
- files and notes of particular destinations.

Formal and informal research may involve:

- accessing and reading promotional information, including travel guide books, and product brochures and updates
- accessing the Internet and intranet
- attending professional development activities including:
  - conferences
  - familiarisations
  - product launches
  - promotional seminars
  - trade shows
  - workshops
- contact with other organisations, including suppliers, principals and tourist information offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- listening to radio
- personal on-site observation or exploration
- reading trade and general newspapers, books and other references
- watching television, videos and films.

Health, ***safety and regulatory information*** may include:

- health advisory notices and vaccination information issued by local and international bodies
- travel warning advice issued by the federal government for Australian travellers.

Unit Sector(s)

Tourism

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Competency Field

Tourism Sales and Operations

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SITTTSL302 Provide advice on Australian destinations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL004A Source and provide Australian destination information and advice. Title simplified. Some Performance Criteria reordered for logical sequencing.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and provide customer information and advice for Australian destinations including the types of product a destination offers. It requires the ability to identify appropriate information sources and research destinations in order to develop, update a general destination knowledge base.

Specific and detailed product knowledge is covered in SITTTSL202 Access and interpret product information.

Application of the Unit

Domestic destinations and products can include any sold by any tourism organisation.Travel and tourism operators within Australia such as retailers, tour wholesalers and inbound tour operators would cover multiple Australian destinations. Visitor information centres and some tour operators would specialise in one region.

The breadth and depth of destination knowledge required will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of every destination but focuses on the ability to collect and interpret destination information.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes visitor information officers, retail travel consultants, corporate consultants, tour operations coordinators, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, reservations sales agents.

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop knowledge of Australian destinations.	1.1 Identify and access ***information sources*** that provide current and accurate information on Australian destinations. 1.2 Obtain information on ***features of the Australian destination*** and the general type of tourism products. 1.3 Obtain ***key information on geographical features and current health and safety features*** of the Australian destination. 1.4 Identify and obtain ***general information on different tourism products*** to meet different customer needs. 1.5 Record and ***store destination information*** for future use.
2. Update knowledge of Australian destinations.	2.1 Use ***formal and informal research*** to update destination and general product knowledge. 2.2 Seek feedback from colleagues and customers on their experience with Australian destinations. 2.3 Share updated information with colleagues.
3. Provide information and advice on Australian destinations.	3.1 Accurately identify the specific information and advice needs of the customer. 3.2 Promptly provide current and accurate destination and product information and advice. 3.3 Provide an appropriate scope and depth of information to meet customer needs.

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3.4 Present information and advice in a clear format and style.

3.5 Refer customers to current sources of ***health***, ***safety and regulatory information***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - identify the information needs of customers
  - seek and provide feedback on Australian destinations
  - provide a verbal summary of information
- initiative and enterprise skills to proactively seek information to assist with day to day sales functions
- learning skills to continuously update knowledge of tourism destinations
- literacy skills to:
  - read and interpret information on destinations and complex information about specific health, safety and regulatory issues for Australian destinations
  - research, interpret and sort relevant information
  - write basic summaries of information
- teamwork skills to share destination information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- sources of information on regions and destinations and types of product offered
- sources of information on current health and safety issues for the destination, including:
  - weather information
  - health advisory notices issued by the federal and state or territory government health departments
  - safety advisory information issued by federal and local police authorities and emergency service authorities
- for the specific industry sector and organisation:
  - appropriate breadth of Australian destination knowledge
  - pre-vocational assessment must include coverage of all Australian States and Territories, the major regions and destinations found within
- for each destination, the depth of knowledge must cover:
  - key information on geographical features of the destination, including destination location, climate and seasonal factors of the destination and the region, and major

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geographic features of the destination and its region
    - key information on cultural and related features of the destination, including areas of environmental, social or cultural significance or sensitivity; major cities, towns and tourist areas and precincts; major man-made tourist attractions; major gateways for and transport networks within the destination and its region; and very basic aspects of the history and culture of the host community, including cultural mix
- a range of formats for and inclusions of information presented to customers, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically).

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • obtain current, relevant and accurate information on Australian tourism destinations by accessing a range of information sources and using different research methods • provide tailored Australian destination information and advice to meet the different requests of multiple customers • complete research activities and provide information and advice within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated tourism, hospitality or event business operation or activity which sources and provides destination information to customers
	• a real or simulated tourism, hospitality or event industry environment where destination information is provided to customers; for example:
	  • a conference venue for the event sector
	  • a reservations area or call centre
	  • touring environment for the guiding and tour operations sectors
	  • a retail shopfront or mobile sales situation for the retail travel sector
	  • an office environment as defined in the Assessment Guidelines

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- computers, printers and information programs currently used by the tourism, hospitality or event industries to store destination information
- current destination and general product information found within sales kits, brochures, product manuals, destination marketing organisation information kits, electronic information sources and information databases
- customers with whom the individual can interact and to whom they can provide destination advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects and activities that allow assessment of the individual's ability to:
  - obtain current, accurate and relevant destination information
  - research destinations to meet differing customer needs
- direct observation, using role plays, of the individual providing advice to customers
- written or oral questioning to assess knowledge of information sources and key destination information
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

Because of the broad industry application of this unit and the variances in the essential general knowledge base, it is critical that assessment is contextualised to meet the requirements of the specific industry sector, tourism industry operator and particular needs of the job role. Providers of pre-employment training programs should cover a broad range of destination knowledge in order to provide a choice of vocational outcomes.

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITTTSL306 Book supplier services
- SITXCCS303 Provide service to customers.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information sources may include:

- computerised reservations systems (CRS)
- destination and product libraries
- global distribution systems (GDS)
- Internet, intranet and extranet
- organisation-designed information systems
- principal of supplier products
- regional tourism office information systems
- social media websites
- state and federal government tourism authority information systems.

Features of the Australian destination include:

- areas of environmental, social or cultural significance or sensitivity
- cultural elements
- facilities for customers with special needs
- local customs
- local economy
- local facilities, including banking and public facility information
- major cities, towns and tourist areas and precincts
- major gateways for and transport networks within the region and destination
- major man-made tourist attractions
- special features of the host community
- special regional features.

Key information on geographical features includes:

- climate and seasonal factors of the destination and its region
- location of the destination and the region in which it is located
- major geographic features of the destination and its region.

Key information on current health and safety features may include:

- any current health risks, including diseases, epidemics, and animal or insect infestation
- natural disasters including fire, flood, cyclones
- terrorism threats or current acts.

General information on different tourism products:

- may be found in:
  - advertising flyers

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- brochures
- e-brochures
- product manuals
- sales kits
- social media sites
- supplier information kits
- supplier websites

- may include:
  - location of product within the destination
  - seasonal availability of product
  - styles of product available within the destination.

To ***store destination information*** may involve:

- computerised database of information
- files and notes for specific styles of customer group
- files and notes for specific touring routes or locations
- files and notes of particular destinations.

Formal and informal research may involve:

- accessing and reading promotional information, including travel guide books, and product brochures and updates
- accessing the Internet and intranet
- attending professional development activities including:
  - conferences
  - familiarisations
  - product launches
  - promotional seminars
  - trade shows
  - workshops
- contact with other organisations, including suppliers, principals and tourist information offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- listening to radio
- personal on-site observation or exploration
- reading trade and general newspapers, books and other references
- watching television, videos and films.

Health, ***safety and regulatory information*** may include:

- health advisory notices issued by federal and state or territory government health departments
- safety advisory information issued by federal and local police authorities and emergency service authorities.

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Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL303 Sell tourism products and services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITTTSL005A Sell tourism products and services. Some Performance Criteria reordered for logical sequencing. Added Required Knowledge of needs of cultural groups. Clearer indication of legal knowledge required by different industry sectors. Prerequisite unit removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to proactively sell tourism, hospitality or event products and services. It requires the ability to identify specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale. The unit only covers sales skills and not related product and destination knowledge which is found in other units.

Application of the Unit

The product can include any international or domestic product sold by any tourism, hospitality or event organisation.

The organisation could be a principal (the supplier) or an agent selling products and services on behalf of the principal. The sale may be made for a single product or service or multiple products and services making up a complete product or service package or itinerary.

This unit applies to frontline sales or operations personnel who operate with some level of independence and under limited supervision This includes retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents and owner–operators of small tourism organisations.

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Licensing/Regulatory Information

The sale of tourism products and services is subject to specific regulations under several federal and state or territory pieces of legislation:

- Organisations that sell accommodation and tickets for all sorts of transportation, e.g. air, rail, coach, must meet the requirements of relevant state or territory Department or Office of Fair Trading to hold a travel agent's licence.
- Tourism personnel selling travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). They must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy and provide purchase advice.
- Inbound tour operators (ITOs), no matter where located, selling tours that operate within Queensland are subject to the Queensland Tourism Services Act (2003). They must register with the Queensland Office of Fair Trading.
- Tour guides residing anywhere in Australia are also covered by this law when working in Queensland and selling local products. ITO personnel and guides do not need to meet any training or certification requirements.

Pre-Requisites

Not Applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify customer needs.	1.1 Accurately identify specific customer needs and preferences, including cultural needs and expectations. 1.2 Accurately identify the specific product information and advice needs of the customer. 1.3 Identify any customer requests which, if met, would breach ***ethical and legal commitments***. 1.4 Establish rapport with the customer to promote goodwill and

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	trust.
2. Suggest products to meet customer needs.	2.1 Use product knowledge to tailor product options to ***specific customer needs***. 2.2 Make any ***product*** suggestions according to current promotional focus and preferred product arrangements for the organisation. 2.3 Make customers aware of additional products that may enhance their request and maximise the sale profitability. 2.4 Source additional information to meet specific customer needs.
3. Provide specific product information and advice.	3.1 Provide current and accurate product information and advice, including relevant product conditions. 3.2 Suggest alternative products and services if desired products are unavailable. 3.3 Promptly present all options in a clear format and style. 3.4 Disclose and ensure a clear customer understanding of ***sales and product coordination fees***. 3.5 Provide an appropriate scope and depth of information to meet customer needs.
4. Sell the product.	4.1 Clearly explain and promote product features and benefits. 4.2 Provide additional information to address customer questions and objections. 4.3 Select and use techniques at the appropriate time to close the ***sale*** with the customer. 4.4 Identify and act on opportunities to enhance the quality of service to customers.
5. Follow up sales opportunities.	5.1 Where appropriate, make follow up contact with the customer. 5.2 Provide any required after sales service according to organisational procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to:
  - determine and meet customer preferences and special requirements
  - select and use appropriate verbal and non-verbal language to respond to different cultural needs
  - develop rapport and sell suitable products and services
- initiative and enterprise skills to make follow up contact with prospective purchasers

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- literacy skills to:
  - read and interpret product features, benefits and conditions and plain English regulatory documents
  - write all options in a clear format and style such as a basic itinerary providing a product and service overview
- numeracy skills to interpret and calculate any sales and product coordination fees
- planning and organising skills to promptly source and provide customer information
- problem-solving skills to:
  - identify and suggest alternative products and services when the customer's desired products are unavailable
  - address customer objections.

Required knowledge

- sales techniques including:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling intangible products
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques
- for those dealing with Australian based customers, the general characteristics of the main social and cultural groups in Australian society and the key aspects of their cultural and religious protocols and preferences for tourism products
- for those working in inbound tourism, the general characteristics of the main inbound tourist markets and the key aspects of their cultural and religious protocols and preferences for Australian tourism products
- for the specific industry sector and organisation:
  - considerations for selling specific products such as negotiated costs, contractual arrangements or preferred supplier or agent arrangements
  - primary components of consumer protection laws that relate to selling tourism products, including organisational responsibility for supplying products as described or substituting suitable products when unable
  - primary components of and actions that must be adhered to by tourism organisations under the Criminal Code Act (1995) for child sex offences outside Australia
- for inbound tour operators and guides selling and delivering Queensland based products:
  - primary components of and actions that must be adhered to by tourism organisations under the Queensland Tourism Services Act (2003)
- where travel insurance is a product:
  - primary components of the Financial Services Reform Act (2001) including organisational responsibility for supplying product disclosure statements and providing accurate information on the provisions of the insurance policy
- a range of formats for and inclusions of information presented to customers, including

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styles that cater for those with special needs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • proactively sell multiple and diverse tourism, hospitality or event products to meet the different requirements of customers • communicate with customers, correctly interpret their requirements and use a range of sales techniques in response to different customer types • integrate product knowledge into the sales process • demonstrate knowledge of the primary components of relevant legislation and actions that must be adhered to by businesses • complete sales activities within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated tourism, hospitality or event business operation or activity which sells products and services
	• a real or simulated tourism, hospitality or event industry environment where products are sold; for example:
	  • a conference venue for the events sector
	  • a reservations area or call centre
	  • touring environment for the guiding and tour operations sectors
	  • a retail shopfront or mobile sales situation for the retail travel sector
	  • an office environment as defined in the Assessment Guidelines
	• current plain English regulatory documents distributed by government regulators, relevant to the industry sector

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- customers with whom the individual can interact and to whom they can sell products.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to source initial and subsequent products to suit changing customer requests
- direct observation, using role plays, of the individual using various sales techniques to sell products or services
- written or oral questioning to assess knowledge of the primary components of relevant legislation and actions that must be adhered to by organisations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHKOP404 Plan catering for events or functions
- SITTTSL301 Provide advice on international destinations
- SITTTSL302 Provide advice on Australian destinations
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITXCCS303 Provide service to customers
- SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ethical and legal commitments may relate to:

- child sex tourism products or services (child sex offences outside Australia)
- consumer protection

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- products that breach environmental laws
- products that are known to cause negative environmental, cultural or social impacts such:
  - damage to environmentally or culturally sensitive areas or sites
  - damage to roads, tracks and fire trails
  - disturbance or injury to fauna
  - introduction of exotic and feral species
  - noise disturbance to the local community
  - physical damage to flora
  - pollution from vehicle emissions and unmanaged waste
  - trivialisation of culture
- products that breach known or advised customer cultural or religious taboos
- selling air tickets
- selling Queensland based products
- selling travel insurance.

Specific customer needs may relate to:

- age
- available budget
- disability
- family status
- gender
- preferences of different cultures, nationalities and religions
- special interests
- time available.

Products and services offered within the tourism, hospitality and events industry are diverse and may include:

- accommodation
- activities
- airfares
- brochured tour packages
- cruises
- entertainment
- entrance to attractions or sites
- event management services
- food, beverage and catering
- functions
- inclusive products or optional touring products
- meals

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- meeting or event equipment
- speaker services
- special event consumable items
- special items with customer's corporate branding
- specially tailored itineraries
- technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- tour guiding services
- tours
- transfers
- transportation
- travel insurance
- vehicle rental
- venue hire.

Sales and product coordination fees may include:

- amendment, cancellation or reconfirmation fee
- communication fee
- courier fee
- credit card fee
- itinerary preparation fee
- loyalty program (e.g. frequent flyer) redemption fee
- product booking fee
- service fee
- transaction fee
- visa and passport handling fee.

The ***sale***:

- may be made for:
  - a single product or service
  - conferences
  - events
  - groups
  - incentive tours
  - individual customers
  - meetings

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- multiple products and services making up a complete itinerary
- one-off touring arrangements
- series tours

- could be:
  - by email or other electronic transmission
  - by fax
  - face-to-face
  - in writing
  - on the phone
  - related to the sale of a destination
  - related to the sale of a specific product.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL304 Prepare quotations

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL006B Prepare quotations. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services and to present quotations to customers. It requires the ability to provide quotations for products and services where business pricing has already been determined.

Application of the Unit

This unit applies to any tourism, hospitality and event industry sector and quotations can be for any international or domestic product. The organisation could be a principal (the supplier) or an agent quoting on products and services on behalf of the principal.

It applies to frontline sales or operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents and owner–operators of small tourism organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Calculate costs of products and services.	1.1 Create ***records*** to administer customer details and requirements. 1.2 Source, select and interpret product and costing information to prepare the ***quotation***. 1.3 Negotiate costs with suppliers according to commercial agreements and relationships, and within scope of individual responsibility. 1.4 Calculate commissions or mark up nett costs according to organisational procedures to determine a profitable selling price. 1.5 Accurately calculate any additional taxes, ***special fees and other charges***. 1.6 Accurately calculate any required currency conversions. 1.7 Calculate final cost of the product or service package or itinerary. 1.8 Check product or service package or itinerary calculation against all individual ***product and service components***. 1.9 Keep detailed records of the method of calculation, according to organisational formats.
2. Provide quotations to customer.	2.1 Prepare the quotation to reflect all required customer inclusions. 2.2 Promptly provide quotation to the customer according to organisational procedures and formats. 2.3 Offer secondary quotations with options, as appropriate. 2.4 Include accurate details of the cost of product and service provision and the ***conditions and limitations of the quotation***. 2.5 Record all details of the quotation accurately and file according to organisational procedures. 2.6 Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

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3. Update and amend quotations.	3.1 Adjust and update quotations to take account of changed requests or arrangements. 3.2 Provide the most up to date quotation to customers inclusive of new conditions and limitations. 3.3 Record all details of adjusted quotations and file.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss supplier costs and negotiate a rate
- literacy skills to:
  - read and interpret documents such as customer files, customer requests and complex product costing information

write records of customer details and requests, complex quotations and all quotation options in a clear format and style including accurate details of conditions and limitations specifically applicable to the quotation

- numeracy skills to:
  - interpret complex product and costing information and calculate complex costs for all products
  - interpret and calculate commissions or mark-ups
  - interpret and calculate any sales and product coordination fees
  - calculate any currency conversions
  - calculate the final customer cost
- planning and organising skills to prepare quotations in correct customer file sequence according to the earliest service dates for customers
- problem-solving skills to identify and resolve mistakes in calculations.

Required knowledge

- for the specific industry sector and organisation:
  - quotation systems and procedures
  - features of products sold
  - sources of costs for products, services and fees
  - sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - commission and mark-up rates and procedures
  - formats for and inclusions of quotations presented to customers
- the primary components of consumer protection laws that relate to the provision of quotations including organisational responsibility for:

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- nominating and charging cancellation fees
- providing information on potential price increases
- providing refunds
- supplying products as described or substituting suitable products when unable.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- prepare multiple quotations covering a diverse range of tourism, hospitality or event products and services to meet the different requirements of customers
- integrate knowledge of commissions, mark-ups and fees into quotation activities
- demonstrate knowledge of the primary components of consumer protection laws and actions that must be adhered to by organisations
- complete quotations within commercial time constraints and deadlines determined by the customer and the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event business operation or activity which prepares quotations
- a real or simulated tourism, hospitality or events industry environment; for example:
  - a reservations area or call centre
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- computers, printers and software programs currently used by the tourism hospitality or event industry to prepare quotations
- current costing information found within brochures, product manuals, tariffs, price lists, supplier information kits, information databases and computerised reservations systems (CRS)
- operational documentation, e.g. details of supplier contracts

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	and customer files • current plain English regulatory documents distributed by government consumer protection regulators.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • projects and activities that allow assessment of the individual's ability to provide accurate quotations in response to particular customer requests or for a series of customer files • evaluation of a range of quotations prepared by the individual • written or oral questioning to assess knowledge of consumer protection laws that relate to the provision of quotations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The range of products and services and complexity of quotations will vary. Because of the broad industry application of this unit, it is critical that assessment is contextualised to meet the requirements of the specific industry sector, local industry operations and the particular needs of the job role. The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHKOP404 Plan catering for events or functions • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITTTSL307 Process travel-related documents • SITTTSL308 Use a computerised reservations or operations system • SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Records may be:	• a computer file • a manual file.

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A ***quotation*** may be:	• for a broad range of products and services, including:
	  • conferences
	  • events
	  • groups
	  • incentive tours
	  • inclusive products or optional touring products
	  • individuals
	  • meetings
	  • multiple products and services making up a complete package or itinerary
	  • one-off touring arrangements
	  • series tours
	  • single product or service
	• prepared:
	  • manually
	  • using a computer
	• provided by:
	  • email or other electronic transmission
	  • fax
	  • internal communication
	  • mail
	  • telephone
	  • verbally in a face-to-face context.

Special fees and other charges may include:	• amendment fee • cancellation fee • communication fee • courier fee • credit card fee • itinerary preparation fee • loyalty program (e.g. frequent flyer) redemption fee • product booking fee • reconfirmation fee • service fee • transaction fee • visa and passport handling fee.

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Product and service components in quotations may include:

- accommodation
- activities
- convention facilities
- cruises
- domestic products and services
- entertainment
- entrance to attractions or sites
- food, beverage and catering
- functions
- international products and services
- meals
- meeting or event equipment
- speaker services
- special event consumable items
- special items with customer's corporate branding
- technical equipment and services:
  - audio-visual
  - pyrotechnics
  - rigging
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- tour guiding services
- tours
- transfers
- transportation
- travel insurance
- vehicle rental
- venue hire.

Conditions and limitations of the quotation (initial and subsequent) may include:

- changes of conditions of pre-existing quotation or booking
- changes to provision of pre-existing booking
- cost of items that are subject to availability
- date of current quotation
- exclusions
- general conditions and rules
- inclusion of fees, taxes and levies
- inclusions
- legislative requirements such as cooling-off period after acceptance of quotation

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- life and expiry date of quotation
- methods of customer accepting quotation
- payment requirements
- prices subject to change.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL305 Process reservations

Modification History

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL007B Receive and process reservations. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism, hospitality or event product or service offered for sale to agents or direct to the consumer. It requires the ability to determine the availability of the product or service, offer alternatives, accurately record the reservation details and administer the reservation through to finalisation. The unit covers the required skills to manage reservations and not the related sales and computer skills which are found in other units.

Application of the Unit

The product can include any international or domestic product sold by any tourism, hospitality or event organisation. It applies to those operators who act as principal (the supplier) and who receive and process reservations for the supply of their product or service. This would include airlines, vehicle rental companies, hotels, motels, bed and breakfasts or other accommodation providers, tour operators of any type, outbound tour wholesalers and attractions and theme parks.

This unit applies to those frontline sales personnel who operate with some level of independence and under limited supervision. This includes reservations sales agents, reservations consultants, call centre consultants, booking officers and small business owner-operators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Receive reservation request.	1.1 Determine the availability of the requested reservation and advise the ***customer***. 1.2 Offer alternatives for unavailable reservations including waitlist options. 1.3 Answer enquiries regarding costs and other product features.
2. Record details of reservation.	2.1 ***Record*** customer details against their ***reservation*** to allow correct interpretation by other operational personnel. 2.2 Enhance customer service and operational efficiency by using available ***customer profile*** or history. 2.3 Record any special requests. 2.4 Confirm all details with the customer, confirm their understanding and agreement 2.5 File the reservation according to system or procedural requirements and provide customer with reference code. 2.6 Prepare and issue ***documents*** tailored to customer reservation.
3. Update reservations.	3.1 Retrieve reservation data. 3.2 Accurately ***update financial status*** of the reservation. 3.3 Accept, process and record any customer requests for amendments or cancellations. 3.4 Provide details of amendment or cancellation conditions and charges and confirm customer understanding.
4. Advise others on reservation details.	4.1 Communicate ***general and specific customer requirements and reservation details*** to appropriate departments and colleagues. 4.2 Compile and provide reservation statistics.

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4.3 Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - elicit information from the customer about their requirements
  - answer enquiries regarding costs and other product features
  - confirm all details of the reservation with the customer
- literacy skills to:
  - read and interpret customer files and profiles, customer requests and complex product and costing information
  - write customer files, succinctly document complex customer requests, document any conditions specifically applicable to reservations
- numeracy skills to prepare and present reservation statistics
- problem-solving skills to offer alternatives for unavailable reservations.

Required knowledge

- the different sources of reservations and the industry and organisational relationships that exist
- for the specific industry sector:
  - different types of reservations and operations systems used
  - customer information required to record details
  - information contained within customer profiles
  - information required by other departments to deliver products and services
  - reservation statistics and their uses
- for the specific organisation:
  - features of products sold and specific costs
  - a range of formats for and inclusions of reservations documents such as confirmation letters and invoices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- receive and process multiple reservations in response to diverse customer requests covering a range of tourism, hospitality or event products and services
- demonstrate knowledge of the different sources of reservations and the industry relationships that apply
- complete reservation activities within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event business operation or activity which receives and processes reservations
- a real or simulated tourism, hospitality or event reservation or call centre environment
- a reservations system currently used by tourism, hospitality or event industry operators to control the reservations function for the supply of their product or service
- current product and costing information found within brochures, product manuals, tariffs, price lists, and the reservations system
- current commercial reservations documentation including confirmation letters, invoices and credit notes
- customers with whom the individual can interact and for whom they process a reservation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual receiving and processing reservations
- review of documents prepared by the individual:
  - confirmation letters
  - credit notes
  - information packs
  - invoices
  - receipts
  - service vouchers
  - statistical reports
- written or oral questioning to assess knowledge of:

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- information required by other departments to deliver products and services
- different types of reservations and operations systems used
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITTTSL202 Access and interpret product information
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL308 Use a computerised reservations or operations system
- SITXCCS303 Provide service to customers
- SITXEVT401 Plan in-house events or functions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may be:

- end users of the service, i.e. the consumer
- industry customers:
  - retail travel agencies
  - inbound tour operators.

A ***record*** of customer details may be:

- a computer file
- a manual file.

A ***reservation*** may be:

- for:
  - air crew
  - conference delegates
  - corporate clients
  - groups, leisure or wholesale
  - individuals

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- VIPs
- made:
  - face-to-face
  - by facsimile
  - by Internet
  - by mail
  - by phone.

Customer profile may include:

- address
- loyalty program memberships, e.g. frequent flyer
- amount of business generated by the customer
- full name and title
- phone, fax, email and other communication methods
- special requests
- special needs
- usual method of payment.

Documents issued to customers may include:

- confirmation letters
- credit notes
- information packs
- invoices
- paper-based or electronically transmitted materials
- receipts
- service vouchers.

To ***update financial status*** may involve:

- checking and recording that the reservation has been
  - deposited
  - fully paid
- checking correct method of payment
- generating and issuing invoices and credit notes for changed reservations
- inputting method of payment
- receiving, processing and recording payments.

General and specific customer requirements and reservation details may include:

- arrival and departure details, times and locations
- details of other services being used
- final:
  - names
  - numbers

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    - operational or service requirements
- information of a style of customer, e.g. special interest group or VIP status
- loyalty programs
- payment arrangements
- special needs
- special requests:
    - bedding
    - dietary requirements
    - services.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL306 Book supplier services

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL008B Book and coordinate supplier services. Title simplified. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to make and administer customer bookings for products and services. It requires the ability to identify customer product requirements, request and confirm these with suppliers and administer all bookings through to finalisation.

The unit does not cover the skills required to receive and process an incoming reservation by a supplier which are covered in SITTTSL305 Process reservations.

Application of the Unit

Many tourism, hospitality and event organisations make these business to business supply bookings for products on behalf of their customer. For example, the booking may be from a retail travel agency to a tour wholesaler, from an inbound tour operator to a coach company and from a tour wholesaler to a hotel.

The unit applies to frontline operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, banquet coordinators or managers, hotel guest relations officers, tour desk officers, and operations coordinators.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Administer customer file and identify booking requirements.	1.1 Interpret existing or create new records of customer booking requirements. 1.2 Prepare and issue customer ***documents***. 1.3 Accurately ***update the financial status*** of customer records. 1.4 Identify all ***supplier services*** required by the customer. 1.5 Identify details of specific products and services confirmed to the customer. 1.6 Where no specific product or service has been confirmed select appropriate ***suppliers*** to ensure customer needs and quoted prices are met. 1.7 Select suppliers according to negotiated arrangements to maximise the profitability of the sale.
2. Request products and services.	2.1 ***Request*** products and services from suppliers using the appropriate method. 2.2 Provide ***full details*** of the required ***booking*** to ensure the customer receives the correct product or service. 2.3 Request ***return confirmation*** of the booking from the supplier. 2.4 Make requests for multiple services in the most practical sequence. 2.5 Identify flow on impacts and book alternative dates and products when desired products are unavailable.
3. Record requests and confirmations.	3.1 File records of all bookings made, including requests and confirmations according to system or procedural requirements.

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	3.2 Monitor files to ensure that all confirmations are received and follow up outstanding confirmations.
	3.3 Note and schedule future action to be taken for the bookings.
4. Update and finalise bookings.	4.1 Make and record necessary ***amendments or adjustments to bookings***.
	4.2 ***Action supplier payments*** within the designated deadline.
	4.3 Advise suppliers of ***final customer details*** and booking requirements.
	4.4 Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss bookings with suppliers
- initiative and enterprise skills to book the most cost effective supplier
- literacy skills to:
  - read and interpret customer files, customer requests, customer quotations, complex product and costing information, supplier confirmations and any applicable conditions
- write customer documents, clear and succinct product bookings and file notes
- numeracy skills to:
  - interpret quotations supplied to the customer
  - interpret costs confirmed by the supplier
  - create and maintain financial documentation to administer bookings
- planning and organising skills to book services in correct customer file sequence according to the earliest service date for customers
- problem-solving skills to identify flow-on impacts and make adjustments to the itinerary when desired products are unavailable
- technology skills to use calculators, computers and printers for the booking of supplier services.

Required knowledge

- for the specific industry sector and organisation:
  - different types of reservations and operations systems used to administer the booking of supplier services
  - booking systems and procedures
  - features of products sold
  - sources of product information
  - sources of negotiated cost of supply, contractual arrangements and preferred supplier

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arrangements
  - relationship between the organisation and the supplier
  - formats for and inclusions of supplier booking requests
- verbal and written use of the 24-hour clock
- industry terminology and common abbreviations used in bookings and confirmations
- primary components of consumer protection laws that relate to the provision of products and services, specifically organisational responsibility to supply products as described and to substitute suitable products when unable.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • accurately process multiple bookings covering a diverse range of tourism, hospitality or event products and services from initial requests to finalisation of the bookings • keep accurate records of bookings and confirmations • integrate, into booking activities knowledge of booking systems and procedures • demonstrate knowledge of the primary components of consumer protection laws that relate to the provision of products and services • complete supplier bookings within commercial time constraints and deadlines determined by the customer and the organisation.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated tourism, hospitality or event business operation or activity which books supplier services
	• a real or simulated tourism, hospitality or event industry environment; for example:
	  • a reservations area or call centre
	  • a retail shopfront or mobile sales situation for the retail travel sector
	  • an office environment as defined in the Assessment Guidelines

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- computers, printers and software programs currently used by tourism, hospitality or event industry operators to book supplier services
- current product information found within brochures, product manuals, supplier information kits, information databases and computerised reservations systems
- operational documentation, e.g. details of supplier contracts and customer files
- current plain English regulatory documents distributed by government consumer protection regulators.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects and activities that allow assessment of the individual's ability to:
  - complete the booking process for different products and services
  - book supplier services in response to particular customer requests or for a series of customer files
- review of documents prepared by the individual:
  - supplier service requests and amendments
  - customer confirmation letters
  - invoices
  - customer files
- written or oral questioning to assess knowledge of:
  - the 24-hour clock
  - booking procedures
  - primary components of consumer protection laws that relate to the provision of products and services
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITTTSL304 Prepare quotations
- SITTTSL308 Use a computerised reservations or operations system
- SITXEVT401 Plan in-house events or functions

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- SITXEVT503 Manage event staging components.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Documents issued to customers may include:	• confirmation letters • credit notes • information packs • invoices • paper-based or electronically transmitted materials • receipts.
To ***update the financial status*** may involve:	• checking that the customer has fully paid • generating and issuing invoices and credit notes for changed arrangements • receiving, processing and recording payments.

Supplier services cover a broad range of products and services including:	• accommodation
	• activities
	• airline flights
	• charter flights
	• cruises
	• entertainment
	• entrance to attractions or sites
	• event management services
	• food, beverage and catering
	• functions
	• meals
	• meeting or event equipment
	• speaker services
	• special event consumable items
	• special items with customer corporate branding
	• technical equipment and services:
	  • audio-visual
	  • pyrotechnics
	  • rigging
	  • sound and lighting

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	• special effects • stage design and construction • venue styling • tour guiding services • tours • transfers • transportation • vehicle rental • venue hire.
Suppliers may be:	• external • internal; department to department.
Service ***requests*** and return confirmations may be communicated via:	• Centralised Reservations System (CRS) • email • fax • Global Distribution System (GDS) • Internet and intranet • mail • telephone.
Full details may include:	• any pre-negotiated costs and payment details • customer details • date, time and location of commencement and conclusion of service • nature of service to be provided • special requests or requirements.
A ***booking*** may be made for:	• a single product or service • conferences • events • groups • incentive tours • inclusive tours or optional tours • individuals • meetings • multiple products and services making up a complete package or itinerary • one-off touring arrangements • series tours.
Return confirmation of the supply may include:	• cost • date, time and location of commencement and conclusion of service • payment method and deadline • special requests.

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Amendments or adjustments to bookings may include:	• cancellation of booking • change of date or time • change of location of commencement and conclusion of service • reduction or increase in number of bookings held.
Actioning supplier payments may involve:	• issuing a Miscellaneous Charges Order (MCO) • issuing internal events orders • requesting payment from the accounts department, e.g. cheque requisition or purchase order • self-administering the payment • sending payment by cheque or electronic transmission.

Final customer details may include:	• arrival and departure times and flights (or any other form of transportation)
	• details of tour guides, tour managers and crew accompanying customers
	• final:
	  • names or name list
	  • numbers for a group booking
	  • operational or service requirements
	  • rooming list.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL307 Process travel-related documentation

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL009B Process travel-related documentation. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process a range of travel and tourism documentation. It requires the ability to identify and interpret all documentation requirements and to prepare and despatch documents within designated deadlines.

Application of the Unit

The product can include any international or domestic product sold by any tourism, hospitality or event organisation. This unit applies to all organisations where travel and tourism documents, including air tickets, are issued to customers, suppliers and sometimes to tour delivery staff.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, tour desk officers and operations coordinators. Some larger organisations support a documentation department staffed by industry entry-level documentation officers who may require more supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret information required for processing of documentation.	1.1 Identify deadline for preparation and issuance of ***documents***. 1.2 Interpret existing ***reservation data*** to identify all ***customer details***. 1.3 Identify and interpret details of specific ***products and services*** confirmed to the customer and check prices quoted. 1.4 Identify confirmed bookings held for customers and check costs quoted by product and service suppliers. 1.5 Identify ***sources of general information*** required to issue all necessary documents. 1.6 Check payment status and take appropriate action. 1.7 Check for and report any discrepancies in costs and take required action. 1.8 Identify operational documents required by personnel involved in delivering the tourism product.
2. Process documentation.	2.1 Prepare accurate ***documentation*** within designated timeframes. 2.2 Record required details on documentation with accuracy and according to applicable product conditions. 2.3 Calculate supplier costs and record within supplier documents. 2.4 ***Action supplier payments*** within the designated deadline. 2.5 Check all documentation for accuracy prior to issue and amend as necessary. 2.6 Process, file and despatch ***copies of documents*** according to organisation and supplier requirements. 2.7 Issue documents and reissue as required. 2.8 Process required refunds or additional payments according to product conditions. 2.9 Minimise use of printed materials and maximise electronic

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transmission and record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss customer data and cost discrepancies with colleagues or supervisors
- literacy skills to:
  - read and interpret customer reservation and operational data, complex itineraries and product information
  - write accurate and clearly expressed travel-related documents
- numeracy skills to calculate costs quoted to the customer, check payment status of customer files and issue documents with correct monetary value
- planning and organising skills to prepare and issue documents in correct customer file sequence according to the earliest service dates for customers
- problem-solving skills to identify and resolve any cost discrepancies or mistakes in documents
- technology skills to use calculators, computers, software programs and printers for the preparation of documents.

Required knowledge

- different types of reservations and operations systems used to issue travel-related documents
- sources of information for:
  - customer details
  - supplier details
  - agent details
  - product information
  - product costs
  - document delivery details
- written use of the 24-hour clock and translation to 12-hour clock for customer use
- for the specific industry sector:
  - a range of documentation types and standard formats
- for the specific organisation:
  - negotiated supplier costs and contractual arrangements for payments
  - features of products sold
  - formats for and inclusions of customer, supplier and crew documents such as itineraries, vouchers, rooming lists
  - procedures and methods for paying suppliers.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- interpret and confirm customer and supplier information and accurately process a range of diverse travel and tourism product, service and operational documentation for multiple customer files
- integrate knowledge of products, costs and payment arrangements when developing documents
- complete documentation activities within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event business operation or activity which processes travel-related documents
- a real or simulated office environment as defined in the Assessment Guidelines
- computers, printers and software programs currently used by the tourism, hospitality or event industries to administer travel and tourism documents
- customer and operational files providing reservation and operational information for issuing documentation
- current product information found within sales kits, brochures, timetables, tour schedules, product manuals, supplier information kits, information databases and CRS
- current template documents including itineraries and vouchers
- where assessment covers air documents and tickets:
  - current airline, consolidator and International Air Transport Association (IATA) documentation or computer data such as schedules, tariffs and bulletins outlining rules, conditions and regulations
  - the full range of IATA actual or training facsimile air documentation.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to issue different types of documents for different operational circumstances and for varying customer requirements
- review of documents processed by the individual:
  - air tickets
  - confirmation letters
  - operational itineraries for crew
  - passenger itineraries
  - travel vouchers
  - sales returns
- written or oral questioning to assess knowledge of:
  - operational details of tourism products and services
  - product costs
  - supplier payment arrangements
  - the 24-hour clock and translation to 12-hour clock
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL306 Book supplier services
- SITTTSL308 Use a computerised reservations or operations system
- SITTTSL309 Source airfares for domestic flights
- SITTTSL310 Construct normal international airfares
- SITTTSL311 Construct promotional international airfares
- SITTTSL312 Construct advanced international airfares.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate,

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accessibility of the item, and local industry and regional contexts) may also be included.

Documents may be produced:	• manually • using a computer.
Reservation data for the customer may be:	• a computer file • a manual file.
Customer details may include:	• address for delivery of documents • age • agent details • date required for delivery of documents • name • special requirements to be noted on documents.
Products and services may be:	• domestic • international.

Sources of general information may include:	• air travel information such as:
	  • airline schedules and timetables
	  • airline fare manuals
	  • tariffs from airlines
	  • tariffs from consolidators
	  • special bulletins issued by airlines and consolidators
	• brochures
	• centralised reservations systems (CRS)
	• global distribution systems (GDS)
	• contracts with suppliers
	• database of product suppliers and their details
	• Internet sites
	• price schedules
	• timetables
	• visa guides.

Documentation may include:	• air travel documents such as e-tickets, Multi-Purpose Documents (MPD), Credit Card Charge Forms (CCCF) and exchange tickets • briefing notes for crew • bus, coach or other form of transportation tickets • commission vouchers • confirmation letters • delegate information packs • letter of commission disclosure • letters advising sources of information relating to health, safety and regulatory issues for the customer's attention • letters outlining terms, conditions and liability restrictions

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- meeting or event confirmation letters
- operational itineraries for crew
- passenger itineraries
- passenger lists
- product disclosure statements
- rooming lists
- sales returns
- travel insurance documentation
- travellers cheque requests
- visa and passport forms
- vouchers for any tourism product or service:
  - accommodation
  - attraction or theme park entry
  - car and motor home hire
  - cruises
  - tours
- paper-based or electronically transmitted materials
- documents for:
  - a single product or service
  - conferences
  - groups
  - guests or delegates
  - incentive tours
  - inclusive tours or optional tours
  - individuals
  - meetings
  - multiple products and services making up a complete itinerary
  - one-off touring arrangements
  - series tours.

Action supplier payments may involve:

- issuing a Miscellaneous Charges Order (MCO)
- requesting payment from the accounts department, e.g. cheque requisition or purchase order
- self-administering the payment
- sending payment by cheque or electronic transmission.

Copies of documents may be:

- for the:
  - accounts department
  - file
  - operational personnel involved in the delivery of a tour, e.g. tour guide and driver
  - supplier of the service

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- paper-based or electronically transmitted materials.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL308 Use a computerised reservations or operations system

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTTSL010B Control reservations or operations using a computerised system. Title simplified. Some Performance Criteria reordered for logical sequencing. Added Required Knowledge of different types of computerised reservations and operations systems.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a computerised reservations or operations system to create, maintain and administer bookings for products and services. The unit covers the required computer skills to use all system functions and capabilities and not the related sales skills which are found in other units.

Application of the Unit

This unit applies to any tourism, hospitality and event industry sector and any computerised system used to manage international or domestic product sales.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, corporate consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour desk officers, operations consultants, reservations sales agents.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Access and manipulate system information.	1.1 Access and interpret ***system*** displays. 1.2 Use system features to access a range of ***information***.
2. Use system features to create and administer reservations.	2.1 Check availability of required product or service according to system functions. 2.2 Create new ***reservations*** containing accurate customer details. 2.3 Input customer details in the format required by the computer system. 2.4 Retrieve bookings using the format required by the computer system. 2.5 Make and save accurate ***updates and amendments to reservations***. 2.6 Reinstate, duplicate or split reservations as required. 2.7 Save, print and file any required reservation details.
3. Send and receive communications.	3.1 Create and process accurate communications to ***industry colleagues*** using system functions. 3.2 Access and interpret communications from industry colleagues.
4. Administer sales and operations functions using the system.	4.1 Use ***system capabilities*** to meet the particular ***sales or operational need***. 4.2 Use system capabilities to manage all required ***accounting processes for reservations***. 4.3 Produce ***reports*** to meet sales and operational needs. 4.4 Minimise use of printed materials and maximise electronic

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transmission and record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret system codes, abbreviations and complex product information controlled by the system which can include costs, terms and conditions of their sale
  - write and input accurate customer or operational details and create accurate and succinct notes for special requests or operational details
- numeracy skills to manage accounting processes for particular reservations, and to interpret statistical data within various reports
- planning and organising skills to meet system created deadlines for payments and issuance of documents
- problem-solving skills to react to system failures, inaccurate product information and to report or resolve these issues
- self-management skills to respond to diary entries and meet system created deadlines for payments and issuance of documents
- technology skills to use:
  - a computer and keyboard
  - the system capabilities and functions of the reservations or operations system.

Required knowledge

- for the specific industry sector:
  - different types of computer systems used for reservations and operations
  - range of products and services controlled by different computer systems
  - reservations terminology and jargon
  - role of computerised reservations and operations systems
- for the specific reservations and operations system:
  - range of sales, operational and accounting functions that can be controlled by the system
  - system codes for and requirements to enter and exit a system
  - reservation and operational jargon and entries, including encodes and decodes
  - mandatory fields
  - specific formatted entries
  - system requirements for confirming, storing and retrieving reservations or operational data
  - system requirements for amending and cancelling reservations
  - system requirements for sending and receiving messages

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- diary entries and use of system created deadlines for payments and issuance of documents
- use of various reports.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- accurately operate a computerised reservations or operations system to create and administer multiple reservations covering a range of tourism, hospitality or event products and services
- use the full range of system features
- demonstrate knowledge of the role played by computerised systems within the organisation and the wider tourism, hospitality or event industry
- complete reservation or operational activities within commercial time constraints.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event business operation or activity which uses a computerised reservation or operations system to administer sales or operational functions
- a real or simulated tourism, hospitality or event industry environment; for example:
  - a reservations area or call centre
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- a computerised reservations or operations system currently used in the tourism, hospitality or event industries to administer sales and operational functions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual using the various features

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of a computerised reservations or operations system to book, retrieve and amend a series of bookings
- activities that allow assessment of the individual's ability to complete the booking process using a computerised reservations or operations system for different tourism, hospitality or event products, services and customers
- use of exercises within emulator reservations programs to assess individual's ability to use all the functions of a computerised reservations system in simulator mode
- evaluation of reservation data and reports generated by the individual in response to different customer situations
- written or oral questioning to assess knowledge of the role of computerised reservations or operations systems and the various functions they manage
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

Because of the broad industry application of this unit, it is critical that training and assessment is specifically tailored to meet the requirements of the specific industry sector and computerised system and must allow for learners who have moved from one computer system to another to participate in retraining.

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS303 Provide accommodation reception services
- SITTTOP401 Allocate tour resources
- SITTTSL201 Operate an online information system
- SITTTSL202 Access and interpret product information
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITTTSL306 Book supplier services
- SITTTSL307 Process travel-related documentation
- SITXEVT302 Process and monitor event registrations
- SITXEVT303 Coordinate on-site event registrations
- SITXEVT401 Plan in-house events or functions
- SITXEVT503 Manage event staging components.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

System may be:

- any organisation-specific computerised reservations or operations system
- industry-wide systems used by agencies when booking supplier services:
  - computerised or centralised reservations systems (CRS)
  - global distribution systems (GDS)
- industry-wide systems used by:
  - accommodation providers
  - holiday parks and resorts
  - inbound tour operators
  - outbound tour wholesalers
  - meetings and events management organisations
  - tour operators
  - vehicle rental companies
- operations-based
- Property Management System (PMS)
- reservations-based.

Information may include:

- airfares
- airport taxes
- availability of products or services
- conditions of purchase
- costs of any tourism, hospitality or event product or service
- customer profile
- customs and immigration
- general industry information
- health
- payment requirements
- product information
- product rules
- size of vehicles and vessels
- touring inclusions.

Reservations may be:

- inbound, for the supply of products and services by principals or suppliers:
  - accommodation providers
  - airlines
  - attractions
  - cruise operators
  - event staging businesses
  - function venues

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- holiday parks and resorts
- meeting, conference and exhibition venues
- outbound tour wholesalers
- restaurants
- tour operators
- vehicle rental companies

- outbound to book supplier service from:
  - event management companies
  - inbound tour operators
  - outbound tour wholesalers
  - retail travel agencies
- created for:
  - Australian tourists travelling domestically or internationally
  - business travellers
  - events attendees
  - groups
  - inbound tourists
  - individuals
  - meetings and conference delegates
  - tour guides, crew and other touring personnel.

Updates and amendments to reservations may involve:

- adding additional customers
- cancelling a booking
- changing an itinerary by adding or deleting products or services
- changing customer names, if permitted
- cross-referencing multiple bookings
- duplicating a booking
- entering:
  - invoicing details
  - payment details
  - ticketing or voucher details
- reinstating a booking
- splitting an existing reservation.

Industry colleagues may include:

- any product or service supplier with whom the reservation is being made, such as airline, hotel or vehicle rental company
- other organisation departments needing access to reservations or operations information such as restaurant, function or housekeeping operations.

System capabilities may

- operational management functions
- sales management functions.

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relate to:

Sales or operational need may include:

- accessing and interpreting product information
- booking a supplier service for the customer, internal and external to the organisation
- constructing airfares
- hiring special equipment
- issuing:
  - air tickets
  - crew documentation, e.g. operational or technical itineraries
  - customer documentation for travel, tourism, hospitality or event products
- planning functions
- preparing quotations
- processing and monitoring event registrations
- providing specific product information and advice for:
  - destinations
  - food and beverage
  - events and functions
- purchasing promotional products
- selling tourism, hospitality or event products to the customer.

Accounting processes for reservations may include:

- applying transaction fees
- issuing:
  - credit notes
  - gift vouchers
  - internal events or function orders
  - internal purchase orders
  - invoices
- managing the receipt of customer payments and refunds
- reconciling all financial transactions.

Reports may be:

- accounting
- business forecasts
- cost comparisons for various product suppliers
- cover the whole organisation
- customer activity
- event attendance and registration
- paper-based or electronically transmitted materials
- relate to sales generated by individual staff members
- reservation activity
- sales
- sales mix

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- specific to a department
- usage rates for various product suppliers
- used to determine currency of information held in the system
- used to negotiate rates.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL309 Source airfares for domestic flights

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTTSL012B Construct domestic airfares. Title changed to better reflect the intent and content of the unit . Significant changes to Elements, Performance Criteria and Required Knowledge to refocus the unit from calculating airfares to quoting on set fares. Unit now better describes current industry practice. International Air Transport Association (IATA) references amended for accuracy.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and source airfares for domestic air travel. It requires the ability to interpret flight information and conditions applicable to specific fares and to quote on airfares that meet customer needs.

Application of the Unit

This unit applies to tourism industry organisations that sell domestic airfares; mainly retail travel agencies, tour wholesalers and consolidators.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants and managers, corporate consultants, ticketing consultants, consolidator ticketing officers, reservations and operations consultants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret domestic airfare information.	1.1 Identify and access ***sources of fare information***. 1.2 Interpret ***information on domestic flights***, ***fares*** and ***conditions*** applicable to specific fares.
2. Create domestic flight itineraries and source airfares.	2.1 Identify domestic flight options to meet customer needs. 2.2 Create itineraries and source airfares for direct and connecting domestic flights. 2.3 Source costs for promotional and sector fares. 2.4 Identify costs of ***concession fares***. 2.5 Calculate ***taxes*** and ***fees and surcharges***. 2.6 Check calculations for accuracy. 2.7 Compare domestic airfares and quote optimum airfare that meets customer needs.
3. Document and maintain records of calculations.	3.1 Record full details of the calculated airfare. 3.2 Minimise use of printed materials and maximise electronic record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret complex flight schedules, airline and consolidator fare schedules and applicable conditions
  - research and sort relevant airfare information
  - write records of fare calculations
- numeracy skills to:

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  - interpret airfare details
  - calculate taxes, fees, surcharges and the total airfare cost
  - compare costs to select the optimum airfare for customers
- planning and organising skills to prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers
- problem-solving skills to identify and resolve mistakes in calculations
- technology skills to use calculators, computers, software programs and printers for the preparation of airfare calculations.

Required knowledge

- sources of information on domestic flights and fares including information on:
  - airline codes
  - airport codes
  - concession fares
  - direct and connecting services
  - fare conditions
  - Minimum Connecting Times (MCT)
  - normal fares
  - payment and ticketing deadline
  - promotional fares currently available
  - published fare types and classes
  - taxes, fees and surcharges
- the content and format of information provided by airlines and consolidators including:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- encoding and decoding of domestic airport and airline codes
- a range of formats to calculate and record airfares.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to:

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demonstrate competency in this unit

- source multiple and diverse airfares for domestic air travel to meet to meet varying customer requirements
- interpret information on domestic flights, fares and conditions applicable to specific fares
- demonstrate knowledge of:
  - adlines sources of information on domestic flights and fares
  - the content and format of information provided by airlines and consolidators
  - encoding and decoding of domestic airport and airline codes
- provide domestic airfare quotes within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism business operation or activity which sells domestic airfares
- a real or simulated tourism industry environment; for example:
  - a reservations area or call centre
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- computers, software programs, printers, and reservations and operations programs currently used in the tourism industry to facilitate domestic airfare quotes
- current airline, and consolidator documentation or computer data such as published fares, schedules and bulletins outlining fares and, conditions.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to source and quote on domestic airfares for different routes and to meet varying customer requirements
- review of fare calculation worksheets completed by the individual
- written or oral questioning to assess knowledge of:
  - sources of information on domestic flights and fares

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- the content and format of information provided by airlines and consolidators
- encoding and decoding of domestic airport and airline codes

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of fare information may include:

- computerised reservations system (CRS)
- information from airlines and consolidators:
  - fare references
  - fare sheets
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - tariffs
  - websites
- global distribution system (GDS)
- the Internet.

Information on domestic flights, ***fares*** includes:

- airline codes
- airport codes
- concession fares
- direct and connecting services
- MCT
- normal fares

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- payment and ticketing deadline
- promotional fares
- published fare types and classes
- taxes, fees and surcharges.

Conditions may include:

- amendment fees
- availability of:
  - any type of change to the air itinerary
  - changes to class of travel
- baggage allowance
- cancellation charges
- excess baggage charges
- extensions to ticketing deadline
- payment deadline
- restricted articles in baggage
- ticketing deadline
- time limits for Passenger Name Records (PNRs).

Concession fares may include those for:

- carers
- children
- groups
- infants
- military personnel
- pensioners
- seamen
- students.

Taxes may include:

- airport tax
- fuel surcharge
- GST
- head tax
- noise tax.

Fees and surcharges may include:

- air itinerary preparation fee
- communication fee
- courier fee
- credit card fee
- flight fuel emissions offset fee ("flying carbon neutral")
- loyalty program (e.g. frequent flyer) redemption fee
- prepaid baggage charges
- prepaid in-flight meals
- service fee
- transaction fee.

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Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL310 Construct normal international airfares

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces and but is not equivalent to SITTTSL013B Construct normal international airfares. Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. International Air Transport Association (IATA) references amended for accuracy. Requirements for checks when calculating airfares updated. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct normal international airfares. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares according to International Air Transport Association (IATA) regulations.

Application of the Unit

This unit applies to tourism industry organisations that sell international airfares; mainly retail travel agencies, tour wholesalers, airlines and consolidators.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants and managers, corporate consultants, ticketing consultants, airline and consolidator ticketing officers, reservations and operations consultants.

Licensing/Regulatory Information

Organisations that sell air tickets must meet the requirements of the relevant state or territory Department or Office of Fair Trading to hold a travel agent's licence. In some states and territories managers are required to achieve certification in this unit through a registered training organisation.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret international airfare information.	1.1 Identify and access ***sources of fare information***. 1.2 Interpret ***information on international flights***, ***fares***, ***fare rules*** and ***conditions*** applicable to specific fares.
2. Create air itineraries and calculate international airfares.	2.1 Configure air itineraries for direct and connecting international flights. 2.2 Accurately ***calculate and check*** international fares according to IATA regulations. 2.3 Calculate sector fares and those with intermediate points. 2.4 Calculate ***concession fares***. 2.5 Calculate ***taxes*** and ***fees***. 2.6 Create the optimum airfare that meets customer needs. 2.7 Check the airfare calculations for accuracy and compliance with applicable conditions.
3. Construct fares incorporating add ons.	3.1 Correctly interpret add on tables. 3.2 Calculate through fares, incorporating add ons according to IATA regulations.
4. Document and maintain records of calculations.	4.1 Record full details of the calculated airfare. 4.2 Minimise use of printed materials and maximise electronic record keeping to reduce waste.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations
  - research and sort relevant airfare information
  - write records of fare calculations
- numeracy skills to:
  - interpret fare components
  - calculate taxes, fees and surcharges
  - complete complex calculations and checks to cost the optimum airfare for customers
- planning and organising skills to prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers
- problem-solving skills to identify and resolve mistakes in calculations and non-compliance with rules
- technology skills to use calculators, computers, software programs and printers for the preparation of airfare calculations.

Required knowledge

- sources of information on international flights and fares including information on:
  - airline codes
  - airport codes
  - concession fares
  - direct and connecting services
  - fare conditions
  - fare rules
  - Global Indicators (GI)
  - IATA areas
  - IATA regulations
  - IATA terminology and definitions
  - international airline terminology
  - Minimum Connecting Times (MCT)
  - normal fares
  - payment and ticketing deadline
  - published fare types and classes
  - route maps
  - taxes, fees and surcharges
- the content and format of information provided by airlines and consolidators including:

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  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- encoding and decoding of international airport and airline codes
- the key elements of and procedures for international fare calculations and checks involving:
  - GI
  - Local Currency Fares (LCF)
  - mileage system:
    - Maximum Permitted Mileages (MPMs)
    - Ticketed Point Mileages (TPMs)
    - Extra Mileage Allowance (EMA)
    - Excess Mileage Surcharges (EMS)
  - Neutral Units of Construction or Currency (NUC) conversion
- a range of formats to calculate and record international airfares including the ladder and linear fare calculation methods.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• accurately construct multiple and diverse normal international airfares to meet varying customer requirements
	• use the following types of calculations and checks:
	  • GI
	  • LCF
	  • mileage system:
	  • MPMs
	  • TPMs
	  • EMA
	  • EMS
	  • NUC conversion

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- create practical air itineraries to meet customer needs
- interpret information on international fares, fare rules, conditions applicable to specific fares, IATA regulations and construct airfares which meet these requirements
- demonstrate knowledge of:
  - sources of information on international flights and fares
  - the content and format of information provided by airlines and consolidators
  - a range of formats to calculate and record international airfares
- complete airfare calculations within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism business operation or activity which sells international airfares
- a real or simulated tourism industry environment; for example:
  - a reservations area or call centre
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- computers, software programs, printers, and reservations and operations programs currently used in the tourism industry to facilitate airfare calculations
- current airline, consolidator and IATA documentation or computer data such as published fares, schedules and bulletins outlining fares, rules, conditions and regulations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to construct normal international airfares for different routes and to meet varying customer requirements
- review of fare calculation worksheets completed by the individual
- written or oral questioning to assess knowledge of:
  - sources of information on international flights and

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fares
- the content and format of information provided by airlines and consolidators
- a range of formats to calculate and record international airfares
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation
- SITTTSL311 Construct promotional international airfares.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of fare information may include:

- centralised reservations system (CRS)
- global distribution system (GDS)
- information from airlines and consolidators:
  - fare references
  - fare sheets
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - tariffs
  - websites
- the Internet.

Information on international flights, fares, rules fare rules includes:

- airline codes
- airport codes

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- concession fares
- direct and connecting services
- GI
- IATA areas
- IATA regulations
- IATA terminology and definitions
- international airline terminology
- MCT
- normal fares
- payment and ticketing deadline
- published fare types and classes
- route maps
- taxes, fees and surcharges.

Conditions include:

- amendment fees
- availability of:
  - any type of change to the air itinerary
  - changes to class of travel
- baggage allowance
- cancellation charges
- excess baggage charges
- extensions to ticketing deadline
- payment deadline
- restricted articles in baggage
- ticketing deadline
- time limits for PNRs.

To ***calculate and check*** involves:

- GI
- LCF
- mileage system:
  - MPMs
  - TPMs
  - EMA
  - EMS
- NUC conversion.

Concession fares may include those for:

- carers
- children
- groups
- infants
- military personnel
- pensioners
- seamen
- students.

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Taxes may include:	• airport tax • fuel surcharge • GST • head tax • noise tax • Q surcharge.
Fees may include:	• air itinerary preparation fee • communication fee • courier fee • credit card fee • flight fuel emissions offset fee ("flying carbon neutral") • loyalty program (e.g. frequent flyer) redemption fee • service fee • transaction fee.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL311 Construct promotional international airfares

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTTSL014B Construct promotional international airfares. Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. International Air Transport Association (IATA) references amended for accuracy. Requirements for checks when calculating airfares updated. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct promotional or ‘special’ international airfares. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares according to International Air Transport Association (IATA) regulations.

Application of the Unit

This unit applies to tourism industry organisations that sell international airfares; mainly retail travel agencies, tour wholesalers, airlines and consolidators.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants and managers, corporate consultants, ticketing consultants, airline and consolidator ticketing officers, reservations and operations consultants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret promotional airfare information.	1.1 Identify and access ***sources of fare information***. 1.2 Interpret ***information on international flights***, ***fares***, ***fare rules*** and ***conditions*** applicable to specific fares.
2. Create air itineraries and calculate international promotional airfares.	2.1 Configure air itineraries for direct and connecting international flights. 2.2 Accurately ***calculate and check*** international promotional fares according to IATA regulations. 2.3 Calculate sector fares and those with intermediate points. 2.4 Calculate ***concession fares***. 2.5 Calculate ***taxes*** and ***fees***. 2.6 Create the optimum airfare that meets customer needs. 2.7 Check the airfare calculations for accuracy and compliance with applicable conditions.
3. Document and maintain records of calculations.	3.1 Record full details of the calculated airfare. 3.2 Minimise use of printed materials and maximise electronic record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:

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    - read and interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations
    - research and sort relevant airfare information
    - write records of fare calculations
- numeracy skills to:
    - interpret fare components
    - calculate taxes, fees and surcharges
    - complete complex calculations and checks to cost the optimum airfare for customers
- planning and organising skills to prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers
- problem-solving skills to identify and resolve mistakes in calculations and non-compliance with rules
- technology skills to use calculators, computers, software programs and printers for the preparation of airfare calculations.

Required knowledge

- sources of information on international flights and fares including information on:
    - airline codes
    - airport codes
    - concession fares
    - direct and connecting services
    - fare conditions
    - fare rules
    - Global Indicators (GI)
    - IATA areas
    - IATA regulations
    - IATA terminology and definitions
    - international airline terminology
    - Minimum Connecting Times (MCT)
    - payment and ticketing deadline
    - promotional fares currently available
    - published fare types and classes
    - route maps
    - taxes, fees and surcharges
- the content and format of information provided by airlines and consolidators including:
    - fare schedules
    - flight schedules
    - published fares
    - special bulletins
    - websites
- encoding and decoding of international airport and airline codes

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- the key elements of and procedures for international fare calculations and checks involving:
  - GI
  - Local Currency Fares (LCF)
  - mileage system:
    - Maximum Permitted Mileages (MPMs)
    - Ticketed Point Mileages (TPMs)
    - Extra Mileage Allowance (EMA)
    - Excess Mileage Surcharges (EMS)
  - Neutral Units of Construction or Currency (NUC) conversion
- a range of formats to calculate and record international airfares including the ladder and linear fare calculation methods.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• accurately construct multiple and diverse promotional international airfares to meet varying customer requirements
	• use the following types of calculations and checks:
	  • GI
	  • LCF
	  • mileage system:
	  • MPMs
	  • TPMs
	  • EMA
	  • EMS
	  • NUC conversion
	• create practical air itineraries to meet customer needs
	• interpret information on international fares, fare rules, conditions applicable to specific fares, IATA regulations and construct airfares which meet these requirements
	• demonstrate knowledge of:
	  • sources of information on international flights and

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fares
    - the content and format of information provided by airlines and consolidators
    - a range of formats to construct and record international airfares
- complete airfare calculations within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism business operation or activity which sells international airfares
- a real or simulated tourism industry environment; for example:
    - a reservations area or call centre
    - a retail shopfront or mobile sales situation for the retail travel sector
    - an office environment as defined in the Assessment Guidelines
- computers, software programs, printers, and reservations and operations programs currently used in the tourism industry to facilitate airfare calculations
- current airline, consolidator and IATA documentation or computer data such as published fares, schedules and bulletins outlining fares, rules, conditions and regulations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to construct promotional international airfares for different routes and to meet varying customer requirements
- review of fare calculation worksheets completed by the individual
- written or oral questioning to assess knowledge of:
    - sources of information on international flights and fares
    - the content and format of information provided by airlines and consolidators
    - a range of formats to construct and record international airfares
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the

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individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of fare information may include:

- computerised reservations system (CRS)
- global distribution system (GDS)
- information from airlines and consolidators:
  - fare references
  - fare sheets
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - tariffs
  - websites
- the Internet.

Information on international flights, ***fares***, ***fare rules*** includes:

- airline codes
- airport codes
- concession fares
- direct and connecting services
- GI
- IATA areas
- IATA regulations
- IATA terminology and definitions
- international airline terminology
- MCT
- payment and ticketing deadline
- promotional fares currently available

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- published fare types and classes
- route maps
- taxes, fees and surcharges.

Conditions include:

- amendment fees
- availability of:
  - any type of change to the air itinerary
  - changes to class of travel
- baggage allowance
- cancellation charges
- excess baggage charges
- extensions to ticketing deadline
- payment deadline
- restricted articles in baggage
- ticketing deadline
- time limits for Passenger Name Records (PNRs).

To ***calculate and check*** involves:

- GI
- LCF
- mileage system:
  - MPMs
  - TPMs
  - EMA
  - EMS
- NUC conversion.

Concession fares may include those for:

- carers
- children
- groups
- infants
- military personnel
- pensioners
- seamen
- students.

Taxes may include:

- airport tax
- fuel surcharge
- GST
- head tax
- noise tax
- Q surcharge.

Fees may include:

- air itinerary preparation fee
- communication fee
- courier fee

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- credit card fee
- flight fuel emissions offset fee ("flying carbon neutral")
- loyalty program (e.g. frequent flyer) redemption fee
- service fee
- transaction fee.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL312 Construct advanced international airfares

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces and is equivalent to SITTTSL015B Construct advanced international airfares. Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. International Air Transport Association (IATA) references amended for accuracy. Requirements for checks when calculating airfares updated. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct complex fares using advanced international airfare rules and procedures. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares according to International Air Transport Association (IATA) regulations.

Application of the Unit

This unit applies to tourism industry organisations that sell international airfares; mainly retail travel agencies, tour wholesalers, airlines and consolidators.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants and managers, corporate consultants, ticketing consultants, airline and consolidator ticketing officers, reservations and operations consultants.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

This unit must be assessed after the following prerequisite unit:	
SITTTSL310	Construct normal international airfares

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Calculate complex international airfares.	1.1 Accurately ***calculate and check*** complex international fares according to IATA regulations. 1.2 Configure air itineraries and apply minimum checks to appropriate itineraries. 1.3 Calculate through fares incorporating add-ons, and those with intermediate points. 1.4 Calculate ***taxes*** and ***fees*** for all itineraries. 1.5 Calculate pre paid ticket advice for journeys commencing outside the country of sale according to IATA regulations.
2. Construct mixed class fares.	2.1 Identify options where mixed class combinations are allowed and appropriate to meet customer needs. 2.2 Calculate mixed class fares according to IATA regulations.
3. Apply indirect travel limitation rules.	3.1 Accurately calculate sector journeys and side trips according to IATA regulations.
4. Construct round the world journeys.	4.1 Identify situations where round the world fares are appropriate to meet customer needs. 4.2 Accurately calculate round the world fares according to IATA regulations.
5. Construct fares for open jaw	5.1 Identify options where open jaw journeys are allowed and appropriate to meet customer needs.

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journeys.	5.2 Accurately calculate round, circle and open jaw fares according to IATA regulations.
6. Apply the pricing unit concept.	6.1 Divide a single or return fare journey into separate pricing units. 6.2 Calculate the lowest combination of fares for a series of pricing units.
7. Document and maintain records of calculations.	7.1 Record full details of the calculated fares. 7.2 Minimise use of printed materials and maximise electronic record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations
  - research and sort relevant airfare information
  - write records of fare calculations
- numeracy skills to:
  - interpret fare components
  - calculate taxes, fees and surcharges
  - complete complex calculations and checks to cost the optimum airfare for customers
- planning and organising skills to prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers
- problem-solving skills to identify and resolve mistakes in calculations and non-compliance with rules
- technology skills to use calculators, computers, software programs and printers for the preparation of airfare calculations.

Required knowledge

- sources of information on international flights and fares including information on:
  - airline codes
  - airport codes
  - concession fares
  - direct and connecting services
  - fare conditions
  - fare rules
  - Global Indicators (GI)

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  - IATA areas
  - IATA regulations
  - IATA terminology and definitions
  - international airline terminology
  - Minimum Connecting Times (MCT)
  - payment and ticketing deadline
  - published fare types and classes
  - route maps
  - taxes, fees and surcharges
- the content and format of information provided by airlines and consolidators including:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- encoding and decoding of international airport and airline codes
- the key elements of and procedures for advanced fare calculations and checks involving:
  - compliance with indirect travel limitations rule
  - GI
  - journeys commencing outside the country of sale
  - Local Currency Fares (LCF)
  - mileage system:
    - Excess Mileage Surcharges (EMS)
    - Extra Mileage Allowance (EMA)
    - Maximum Permitted Mileages (MPMs)
    - Ticketed Point Mileages (TPMs)
  - Neutral Units of Construction or Currency (NUC) conversion
  - re-routing
- a range of formats to calculate and record international airfares including the ladder and linear fare calculation methods.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for Evidence of the ability to:

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assessment and evidence required to demonstrate competency in this unit

- accurately construct multiple and diverse complex fares using advanced international airfare rules and procedures to meet varying customer requirements
- use the following types of calculations and checks:
  - compliance with indirect travel limitations rule
  - GI
  - journeys commencing outside the country of sale
  - LCF
  - mileage system:
    - EMS
    - EMA
    - MPMs
    - TPMs
  - NUC conversion
  - re-routing
- create practical air itineraries to meet customer needs
- interpret information on international fares, fare rules, conditions applicable to specific fares, IATA regulations and construct airfares which meet these requirements
- demonstrate knowledge of:
  - sources of information on international flights and fares
  - the content and format of information provided by airlines and consolidators
  - a range of formats to construct and record international airfares
- complete airfare calculations within commercial time constraints and deadlines determined by the customer or the organisation.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism business operation or activity which sells complex international airfares
- a real or simulated tourism industry environment; for example:
  - a reservations area or call centre
  - a retail shopfront or mobile sales situation for the retail travel sector
  - an office environment as defined in the Assessment Guidelines
- computers, software programs, printers, and reservations and operations programs currently used in the tourism industry to facilitate airfare calculations

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- current airline, consolidator and IATA documentation or computer data such as published fares, schedules and bulletins outlining fares, rules, conditions and regulations.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- activities that allow assessment of the individual's ability to construct complex fares using advanced international airfare rules and procedures for different routes and to meet varying customer requirements
- review of fare calculation worksheets completed by the individual
- written or oral questioning to assess knowledge of:
  - sources of information on international flights and fares
  - the content and format of information provided by airlines and consolidators
  - a range of formats to construct and record international airfares
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation
- SITTTSL311 Construct promotional international airfares.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

To calculate and check involves:

- compliance with indirect travel limitations rule
- GI

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	• journeys commencing outside the country of sale
	• LFC
	• mileage system:
	  • EMS
	  • EMA
	  • MPMs
	  • TPMs
	• NUC conversion
	• re-routing.

Taxes may include:	• airport tax • fuel surcharge • GST • head tax • noise tax • Q surcharge.
Fees may include:	• air itinerary preparation fee • communication fee • courier fee • credit card fee • flight fuel emissions offset fee ("flying carbon neutral") • loyalty program (e.g. frequent flyer) redemption fee • service fee • transaction fee.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL313 Administer billing and settlement plan

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTTSL016B Administer billing and settlement plan. Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. International Air Transport Association (IATA) references amended for accuracy.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to administer a Billing and Settlement Plan (BSP) for any tourism organisation involved in the sale and ticketing of airfares. It requires the ability to compile all information and documentation for air ticket sales and to lodge and report payments with accuracy.

Application of the Unit

This unit applies to tourism industry organisations that sell and ticket airfares mainly to retail travel agencies, tour wholesalers, airlines and consolidators.

The unit applies to frontline sales and back office personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants and managers, corporate consultants, ticketing consultants, airline and consolidator ticketing officers, reservations and operations consultants and finance and accounting personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare information for BSP reporting.	1.1 Identify the BSP reporting calendar. 1.2 Compile all information required for ***BSP reports*** to meet BSP reporting deadlines. 1.3 Complete agency back office sales report for the given BSP reporting period.
2. Download billing and settlement reports and documents.	2.1 Download the Agency Billing Analysis Report from BSPLink and store according to IATA resolution rules. 2.2 Acquire and interpret other ***BSP documentation*** according to BSP procedures.
3. Reconcile billing and settlement reports.	3.1 Review and interpret the report data. 3.2 Identify any discrepancies between the report and the agency back office sales report for the same period. 3.3 Action all discrepancies according to BSP procedures. 3.4 Reconcile the Agency Billing Analysis Report with the agency sales reports.
4. Manage the remittance process.	4.1 Lodge reports according to BSP procedures and deadlines and keep agency copies. 4.2 Secure funds and pay the remittance amount as reported. 4.3 Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:

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  - read and interpret BSP agency sales reports
  - write accurate details within BSP reporting documents
- numeracy skills to:
  - calculate gross and nett ticket sales
  - IATA payments and refunds
  - other complex reporting figures
  - accurately reconcile the BSP return
- planning and organising skills to complete BSP reporting documents within reporting period deadlines
- problem-solving skills to identify and resolve any reporting discrepancies
- technology skills to use calculators, computers, software programs and printers for the preparation of BSP reports.

Required knowledge

- role of IATA in BSP
- IATA agency accreditation requirements
- IATA Agency Program and Resolutions
- benefits of the BSP for IATA accredited agents
- sources of BSP information and documents including BSPLink
- contents and uses of BSP documentation:
  - Agency Billing Analysis Report
  - memorandums
  - communiqués
- BSP process flow
- sales and transaction reporting procedures and requirements for the IATA Data Processing Centre
- BSP reporting timeframes
- fundamental aspects of airfares and ticketing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • download, interpret and reconcile the Agency Billing Analysis Report • issue e-BSP standard traffic documents for multiple

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	reporting periods • cover the full range of BSP reporting documents and requirements • integrate knowledge of BSP benefits, and sales and transaction reporting requirements for the IATA Data Processing Centre • complete BSP activities within commercial time constraints and required reporting deadlines determined by IATA.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism business operation or activity which administers BSP reporting • a real or simulated office environment as defined in the Assessment Guidelines • computers, printers and software programs currently used in the tourism industry to control the administration of the billing and settlement plan • current actual or training facsimile IATA BSP documentation including the Agency Billing Analysis Report.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • activities that allow assessment of the individual's ability to complete a full range of BSP reporting requirements • review of actual or facsimile BSP documents completed by the individual • written or oral questioning to assess knowledge of BSP benefits and sales and transaction reporting requirements for the IATA Data Processing Centre • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTSL309 Source airfares for domestic flights • SITTTSL310 Construct normal international airfares • SITTTSL311 Construct promotional international airfares • SITTTSL312 Construct advanced international

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airfares.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

BSP reports may be:	• for domestic travel • for international travel • IATA BSP Agency Billing Analysis Report in electronic or printed format.
BSP documentation may include:	• BSP billing statement • Credit Card Charge Forms (CCCF) • documents downloaded from BSPLink website • memorandums and communiqués • refund application and notice.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL314 Provide specialist advice on cruises

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop detailed knowledge of cruise operations, products and destinations and to provide information and advice to customers on extended cruise options.

Application of the Unit

This unit applies to travel and tourism operators such as retail travel agencies and tour wholesalers, in particular to those which specialise in the sale of extended domestic and international cruise products. Cruises can include ocean, river, adventure, expedition or niche cruises. It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes retail travel consultants, wholesale operations consultants, and reservations sales agents.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source information on cruise operations and trends.	1.1 Read and interpret information on the historical progression of cruising as a type of holiday. 1.2 Source information on the historical progression of cruise ship design and ***features and benefits of modern ships***. 1.3 Research historical, current and emerging product development and market trends for domestic and international cruises. 1.4 Identify cruise industry ***governance issues*** that affect customer participation. 1.5 Use information when selling to dispel stereotypical imaging of cruises and handle purchase resistance.
2. Develop knowledge of cruise destinations.	2.1 Identify and access ***information sources*** for current and accurate information on domestic and international cruise regions and destinations. 2.2 Source information on cruise lines and product diversity within regions and identify client appeal for a diversity of customer types. 2.3 Obtain information on key operational features of cruise destinations including seasonality, visa, ***health, safety and regulatory issues.*** 2.4 Source information on ***features and benefits of key ports of call*** within cruise destinations. 2.5 Obtain information on features of turnaround ports for cruise destinations.
3. Develop knowledge of cruise itineraries.	3.1 Obtain and interpret information on cruise itineraries to meet different customer needs. 3.2 Source information on the features and benefits of shore excursion options for specific cruises. 3.3 Identify shore excursions operated by cruise line or local agent and evaluate merits of each in meeting the needs of a diversity of customer types. 3.4 Obtain and interpret information on pre and post cruise transportation, accommodation and touring options including packages.

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	3.5 Interpret any jargon or specifications in product information and accurately apply these to sales or booking activities.
4. Research aspects of on board ship life.	4.1 Identify the features and benefits of on board accommodation options including location and categories. 4.2 Seek information on food and beverage venues and options including pre-purchased packages. 4.3 Obtain information on facilities and services available on board. 4.4 Evaluate on board activities and entertainment options for different types of cruise customers. 4.5 Anticipate customer questions and seek scope of information to service a diversity of customer types.
5. Provide information and advice on cruise options.	5.1 Accurately identify the specific information and advice needs of the customer. 5.2 Promptly provide current and accurate information and targeted customer advice on cruise products and destinations. 5.3 Provide appropriate scope and depth of information to meet customer needs. 5.4 Provide targeted advice on features and benefits of cruise products and destinations to counter purchasing objections. 5.5 Refer customers to current sources of health, safety, visa and regulatory information.
6. Update knowledge of cruise destinations and products.	6.1 Use ***formal and informal research*** to continually update cruise destination and product knowledge. 6.2 Seek feedback from colleagues and customers on experiences with cruise destinations and products. 6.3 Share new or updated product information with colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and questioning to:
  - obtain information on cruise operations, destinations and products
  - identify and qualify the information needs of customers
  - provide current and accurate advice to meet the destination and product preference needs of customers
- initiative and enterprise skills to proactively seek cruise operation, product and destination information to assist with day-to-day sales functions
- learning skills to continuously update knowledge of cruise operations, products and

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destinations
- literacy skills to:
  - read and interpret information on cruise destinations, unfamiliar and detailed product information and complex information about health, safety and regulatory requirements for cruise destinations and operations
  - research, interpret and sort relevant information
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information
  - use social media to source current information and communicate with customers.

Required knowledge

- sources of information on historical progression of cruise holidays and ship design
- current and emerging product development and market trends for domestic and international cruises
- basic aspects of cruise industry governance issues that affect customer participation to include:
  - passenger safety and security
  - responsible conduct of gambling
  - responsible service of alcohol
- objectives, primary contents and enforcement of the Passenger Bill of Rights
- sources of information on cruise products and destinations to include:
  - cruise line operators including the use of business development managers
  - local sales agents
  - distribution and marketing networks
  - government tourism authorities
  - social media
- sources of information on current health and safety issues for cruise destinations to include:
  - travel warning advice issued for Australian travellers by the federal government
  - health advisory notices and vaccination information issued by local and international bodies
- sources of information on regulatory issues for cruise destinations to include:
  - passport and visa requirements
  - customs and quarantine
- for each of the following geographical cruise regions:
  - the Americas
  - Europe
  - Australia, New Zealand, South Pacific and Antarctica
  - Asia and the Indian Ocean:
    - major cruise operators and their product style and target market

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    - major turnaround ports
    - main ports of call (cruise itinerary)
    - major shore excursions for the main ports of call
- common stereotypical and historical images of cruise holidays and common objections to purchasing, including:
    - expensive
    - sea-sickness
    - confining
    - boring
    - only for the elderly and rich
- unique features of cruising as a type of holiday
- concept of a cruise ship as a destination and an on board experience
- key characteristics of:
    - ocean cruises
    - river cruises
    - adventure, expedition and niche cruises
- features and benefits of major types of on board facilities and services to include:
    - accommodation locations and categories
    - food and beverage venues
    - retail outlets
    - fitness, health, beauty and spa services
    - entertainment activities
    - kid's clubs and family activities
- key maritime terminology, jargon and common abbreviations for cruise products, including:
    - accommodation types
    - on board facilities and services
    - operational features of the itinerary
    - operational features of the ship
    - ship specifications
- profile of different types of cruise passengers and their cruise product preferences to include:
    - singles
    - couples
    - families
    - groups
    - special interest
    - retirees.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- source information on historical and current product trends and regulatory issues
- obtain current, relevant and accurate information on cruise products and destinations for each of these regions:
  - the Americas
  - Europe
  - Australia, New Zealand, South Pacific and Antarctica
  - Asia and the Indian Ocean
- access information from a range of sources to include:
  - cruise line operators
  - local sales agents
  - distribution and marketing networks
  - government tourism authorities
- provide tailored domestic and international cruise product and destination information and advice to meet the requests of these different types of customers:
  - singles
  - couples
  - families
  - groups
  - special interest
  - retirees
- integrate knowledge of:
  - main cruise operators, itineraries, ports of call and shore excursion options for the Americas, Europe, Australia, New Zealand, South Pacific and Antarctica, Asia and the Indian Ocean
  - features and benefits of major types of on board facilities and services
  - regulatory issues for customer participation
- provide information and advice within deadlines determined by the customer.

Context of and specific

Assessment must ensure use of:

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resources for assessment

- a real or simulated tourism business operation which provides advice on and sells cruise products
- a real or simulated tourism industry environment where cruise information is provided to customers; this can be one of the following:
  - a retail shopfront or mobile sales situation for the retail travel sector
  - a reservations area or call centre for the tour wholesaling sector
  - an office environment as defined in the Assessment Guidelines
- computers, printers and information programs currently used by the tourism industry to store cruise product and destination information
- current cruise operation, product and destination information found within sales kits, brochures, product manuals, destination marketing organisation information kits, electronic information sources and information databases
- customers with whom the individual can interact and to whom they can provide cruise destination advice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects and activities that allow assessment of the individual's ability to:
  - source information on historical and current product trends and regulatory issues
  - obtain current, accurate and relevant cruise product and destination information
  - research cruise products and destinations to meet differing customer needs
- direct observation, using role plays, of the individual providing advice to customers
- written or oral questioning to assess knowledge of:
  - information sources for cruise product and destination information
  - main cruise operators, itineraries, ports of call and shore excursion options for the Americas, Europe, Australia, New Zealand, South Pacific and Antarctica, Asia and the Indian Ocean
  - features and benefits of major types of on board facilities and services
  - regulatory issues for customer participation

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITTTSL303 Sell tourism products and services
- SITTTSL304 Prepare quotations
- SITTTSL305 Process reservations
- SITTTSL306 Book supplier services
- SITTTSL308 Use a computerised reservation or operations system.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Features and benefits of modern ships may include:

- features:
  - adult only areas and spas
  - alternative dining restaurants
  - atriums
  - bars and lounges
  - carrousel
  - kids clubs
  - learning studios
  - outdoor movie screens
  - recreational activities
  - rock climbing wall
  - waterslides
  - waver rider
  - zip liner
- benefits:
  - choice of facilities, entertainment and activities addresses diverse interests and needs e.g.

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families
- provide options to:
  - engage in activities to suit a variety of interests
  - try new things
- variety and choice of facilities, entertainment and activities.

Governance issues may include:
- passenger safety including children's safety
- environmental impact practices
- fuel laws
- health and sanitisation policies
- medical facilities
- operational safety practices:
  - bridge access
  - life boats
  - life jackets
  - muster stations
  - securing heavy objects
- Passenger Bill of Rights
- responsible conduct of gambling
- responsible service of alcohol
- security
- waste management.

Information sources may include:
- cruise line operators
- government tourism authorities
- Internet, intranet and extranet
- local sales agents
- organisation designed information systems
- destination and product libraries
- social media websites.

Health, safety and regulatory issues may include:
- current health risks, including diseases, epidemics, and animal or insect infestation
- customs and quarantine
- natural disasters such as fire, flood, tsunami
- political uprisings and civil commotion
- tax free retail sales
- terrorism threats or current acts
- vaccinations
- war.

Features and benefits of key ports of call may include:
- areas of environmental, social or cultural significance or sensitivity

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- banking and currency information
- facilities for customers with special needs
- local customs
- local economy
- local facilities
- major cities, towns and tourist areas and precincts
- major gateways for and transport networks within the region and destination
- major tourist attractions:
  - man-made
  - natural
- special features of the host community
- special regional features.

Formal and informal research may involve:

- accessing and reading promotional information, including travel guide books, and product brochures and updates
- accessing the Internet and intranet
- attending professional development activities including:
  - conferences
  - familiarisations
  - product launches
  - promotional seminars
  - trade shows
  - workshops
- contact with other organisations:
  - cruise line operators including the use of business development managers
  - local sales agents
  - government tourism offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- listening to radio
- personal on-site observation or exploration
- reading trade and general newspapers, books and other references
- watching television, videos and films.

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Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTTSL401 Maintain a product inventory

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTTSL011A Maintain a product inventory. Prerequisite removed.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain an inventory of tourism, hospitality or event products. It requires the ability to obtain and interpret the required product information, enter and maintain current and accurate data and provide product inventory information to relevant personnel.

Application of the Unit

This unit applies to any tourism, hospitality and event industry sector and the inventory can manage any international or domestic product. The inventory system may control a principal's (the supplier's) products that are supplied to other organisations or it may control a tour wholesaler's inventory of product allotted by the principal. It applies mainly to tour operators, tour wholesalers, inbound tour operators, accommodation providers and event management organisations.

Inventory control requires significant interpretation, planning and organising skills. It applies to senior personnel who operate independently or with limited guidance from others including product coordinators and product or operations managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Obtain and interpret information for inventory.	1.1 Obtain ***information to be included in inventory*** from internal and external sources. 1.2 Interpret and review ***inventory*** information for currency and accuracy.
2. Enter data into inventory system.	2.1 Accurately calculate costs according to commercial agreements. 2.2 Enter inventory information using clear formats and according to system requirements.
3. Update inventory.	3.1 Monitor the currency of inventory information and continuously update for accuracy. 3.2 Monitor bookings, allotments or requests and adjust as required.
4. Provide inventory information.	4.1 Prepare inventory information, updates and briefings within required timelines. 4.2 Distribute inventory ***reports*** to colleagues using electronic transmission, wherever possible, to reduce waste of printed materials. 4.3 Provide assistance to colleagues on inventory use.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret complex product information, including costs and terms and conditions of their sale
  - write accurate and succinct product information and develop accurate inventory

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reports
- numeracy skills to interpret and calculate complex product cost components
- planning and organising skills to continuously update the inventory for commercial efficiency
- problem-solving skills to identify and resolve deficiencies in product information
- self-management skills to determine times for required inventory updates
- teamwork skills to provide timely advice on inventory use
- technology skills to:
  - use a computer and keyboard
  - manipulate the features of the inventory system to enter, monitor and update product information.

Required knowledge

- for the specific industry sector:
  - different types of inventory systems used
  - uses of various reports within inventory systems
  - industry commissions and mark-ups
- for the specific organisation:
  - role of specific inventory system
  - functions of the inventory system
  - product knowledge of the products to be included in inventory
  - negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - appropriate mark-ups for the particular products controlled by the inventory.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • make and maintain accurate and multiple product inventory entries that cover a range of products relevant to the industry sector and organisation • monitor the currency and accuracy of inventory information and continuously update it over a period of time • produce and distribute accurate inventory reports • demonstrate knowledge of the role played by

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	inventory systems within the organisation and the wider tourism, hospitality or event industry • complete inventory activities within commercial time constraints and deadlines determined by the organisation.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event business operation or activity which maintains a product inventory • a real or simulated office environment as defined in the Assessment Guidelines • computers, printers, information software or database programs currently used in the tourism, hospitality or events industry to control product inventory • current commercial product information and operational documentation and data, such as supplier contracts and rates.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• activities that allow assessment of the individual's ability to:
	  • make entries based on product information and negotiated cost of supply to which commissions or mark-ups are applied
	  • prepare inventory reports
	• written or oral questioning to assess knowledge of the role of product inventories and the various functions they manage
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS303 Provide accommodation reception services • SITTTOP401 Allocate tour resources • SITTTSL201 Operate an online information system • SITTTSL306 Book supplier services • SITTTSL308 Use a computerised reservations or operations system

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- SITXEVT302 Process and monitor event registrations
- SITXEVT503 Manage event staging components.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information to be included in inventory may include:

- allotments of any type of tourism, hospitality or event product, such as accommodation and seat in coach touring
- commission
- mark-up
- product description
- sales data
- supplier nett rates
- selling cost
- special packages
- terms and conditions of sale.

Inventory may control:

- products purchased from other organisations (suppliers)
- products developed and delivered by the organisation itself.

Reports may be:

- cost comparisons for various product suppliers
- paper-based or electronically transmitted materials
- reservation reports
- sales reports
- usage rates for various product suppliers or agents
- used to determine currency of information held in the inventory
- used to negotiate rates.

Unit Sector(s)

Tourism

Competency Field

Tourism Sales and Operations

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SITTVAF201 Load and unload a ride

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTVAF004A Load and unload a ride.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to load and unload passengers safely onto and from a ride, and to observe the operation of the ride.

Application of the Unit

This unit applies to the attractions and theme parks sector, and to individuals often called ride loaders, who undertake the specific function of loading or unloading a ride and work under supervision. Rides are sometimes operated as part of a travelling show or temporary attraction.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Load the ride.	1.1 Perform ***loading procedures*** according to safety and organisational requirements.
	1.2 Load ***ride*** to the maximum number of persons approved to ride.
	1.3 Check that all riders are secured according to ride requirements.
	1.4 Advise riders to secure articles that may come loose while riding.
	1.5 Treat customers in a courteous and friendly manner.
	1.6 Check load requirements prior to the start of the ride.
2. Observe the ride.	2.1 Continuously observe ride according to safety procedures.
	2.2 Identify ***quality control issues or problems*** during ride and advise appropriate supervisor immediately.
	2.3 Follow emergency procedures as required.
3. Unload the ride.	3.1 Ensure ride is fully completed before unloading.
	3.2 Follow unloading procedures according to safety and organisational requirements.
	3.3 Unload customers in a courteous and friendly manner.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact in a friendly and courteous way with customers
- literacy skills to read and interpret basic procedural documentation
- problem-solving skills to identify problems within a defined range and report appropriately
- numeracy skills to count and compare numbers of riders against capacity.

Required knowledge

- health and safety procedures for loading and unloading rides
- emergency procedures for specific rides

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- specific ride instructions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow ride loading and unloading procedures across multiple operations of one or more rides (as required by job role) • perform safety and emergency procedures • demonstrate knowledge of the health, safety and emergency issues and procedures for ride operations.
Context of and specific resources for assessment	Assessment must ensure use of: • operational rides and associated safety equipment • ride loading documentation or procedures • commercially realistic numbers of customers.
Method of assessment	Assessment methods must be chosen to ensure that the skills required to load and unload a ride can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit: • direct observation of the individual safely loading and unloading a ride • direct observation of the individual performing actual or simulated emergency procedures • written or oral questioning to assess knowledge of work health and safety issues, equipment features and capacity limitations • use of problem-solving activities to assess ability to respond to various situations during the loading and unloading of a ride location, especially emergency aspects • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

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- SITVAF301 Operate a ride location.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Loading procedures may relate to:	• height of riders • number of riders • physical capacity of riders • placement of riders on the ride (e.g. balance of weight).
Ride may be:	• computerised • manual • mechanical • part of a show • water-based.
Quality control issues or problems may relate to:	• equipment malfunction • climatic impacts • inappropriate customer behaviour • rider discomfort.

Unit Sector(s)

Tourism

Competency Field

Venue and Facility Operations

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SITTVAF301 Operate a ride location

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTVAF003A Operate a ride location. Added sustainability.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct the day-to-day operation of rides. It requires a good knowledge of operational, safety and emergency procedures combined with some problem-solving skills to address typical ride operational problems.

Application of the Unit

This unit applies to the attractions and theme parks sectors, and to individuals, usually called ride attendants, who are responsible for the safe and efficient operation of rides. They apply some discretion and judgment to work activities and work under general supervision. Rides are sometimes operated as part of a travelling show or temporary attraction.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare and inspect ride location.	1.1 Inspect ***ride location*** according to approved ***checklist***. 1.2 Check ***general equipment*** and supplies to ensure readiness for operation and reorder supplies according to organisational procedures. 1.3 Check ***safety equipment*** to ensure readiness for operation. 1.4 Check for cleanliness and standard of presentation, and take remedial action where appropriate.
2. Inspect rides.	2.1 Inspect ***rides*** according to approved checklist. 2.2 Note all items according to organisational procedures. 2.3 Report discrepancies or irregularities to appropriate supervisor immediately.
3. Prepare to operate ride.	3.1 Check ***loading procedures*** prior to start of ride according to organisational procedures. 3.2 Maintain appropriate communication with ride loader to ensure ride commences safely.
4. Operate and monitor ride.	4.1 Operate ride or device according to organisational procedures. 4.2 Continuously monitor operator controls during ride operation. 4.3 Monitor overall ride, ride area and rider behaviour and reactions. 4.4 Take action in response to observations made during ride according to organisational procedures. 4.5 Action ***emergency procedures*** according to organisation and specific ride procedures. 4.6 Treat customers in a friendly and courteous manner throughout ride. 4.7 Identify ***quality control issues or problems*** during ride and advise appropriate supervisor for action.
5. Close down ride.	5.1 Commence close down procedures when customers have left the ride location. 5.2 Close down ride following organisational procedures for specific ride. 5.3 Identify defects or deficiencies and promptly report to appropriate supervisor for action.

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6. Close and secure ride.	6.1 Check that all areas of ride meet organisational standards. 6.2 Clean and prepare location and equipment for next operation. 6.3 Secure ride location according to organisational procedures.
7. Prepare ride reports.	7.1 Identify issues and events that require ***reporting***. 7.2 Make accurate and complete notes according to organisational procedures. 7.3 Complete and distribute reporting information within required timeframe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - interaction in a friendly and courteous way with customers
  - provide clear ride information to customers
- literacy skills to:
  - read and interpret simple procedural documentation
  - complete ride documentation
- numeracy skills to interpret instructions involving numbers
- planning and organising skills to complete housekeeping tasks in the ride location
- problem-solving skills to identify and respond to ride operation problems in the context of established procedures
- technology skills to operate ride equipment.

Required knowledge

- health and safety procedures for specific rides
- emergency procedures for specific rides
- technical and equipment procedures for specific rides
- types of documentation and reports to be completed in ride operations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow ride operation procedures across multiple shifts in one or more ride locations (as required by job role) • perform safety and emergency procedures • demonstrate knowledge of the health, safety and emergency issues and procedures for ride operations.
Context of and specific resources for assessment	Assessment must ensure use of: • operational rides and associated safety equipment • ride loading documentation or procedures • commercially realistic numbers of customers.
Method of assessment	Assessment methods must be chosen to ensure that the skills required to operate a ride location can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit: • direct observation of the individual operating a ride location • direct observation of the individual performing actual or simulated emergency procedures • review of ride operational reports and checklists prepared or completed by the individual • written or oral questioning to assess knowledge of work health and safety issues, equipment features and emergency procedures • use of problem-solving activities to assess ability to respond to various situations during the operation of a ride location, especially emergency aspects • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTVAF201 Load and unload a ride • SITXCOM202 Provide a briefing or scripted commentary.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ride location may include:

- bridges
- fences or barriers
- gates
- netting
- perimeter
- queue house
- ramps
- walkways.

Checklist may relate to:

- couplings and chains
- fibreglass and metal
- mechanical components
- mounts
- overall structure
- restraints, seating and harnesses.

General equipment may include:

- booth area
- chairs
- cleaning equipment
- microphone
- signage
- water cooler.

Safety equipment may include:

- communication devices
- emergency apparatus fire extinguishers
- life preservers
- monitors
- safety ropes
- signage.

Rides may be:

- computerised
- manual
- mechanical
- water-based.

Loading procedures may relate to:

- height of riders
- number of riders
- physical capacity of riders
- placement of riders on the ride (e.g. balance of weight).

Emergency procedures may include:

- calling for emergency assistance
- closing down ride

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	• contacting supervisor.
Quality control issues or problems may relate to:	• climatic impacts • equipment malfunction • inappropriate customer behaviour • rider discomfort.
Reporting may include:	• customer numbers • completed checklists • incident reports • safety reports.

Unit Sector(s)

Tourism

Competency Field

Venue and Facility Operations

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SITTVAF302 Operate a games location

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTVAF005B Operate a games location.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct the day-to-day operation of a games area. It requires a good knowledge of operational, safety and games maintenance procedures combined with some problem-solving skills to address typical games problems.

Application of the Unit

This unit applies to individuals working in a games area, usually in the context of an attraction or theme park though it may also apply to other games locations, such as those found in clubs and casinos. These individuals work under general supervision and apply some discretion and judgement to work activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare games location for customers.	1.1 Check ***games*** location for cleanliness, safety and security. 1.2 Check and prepare ***equipment and supplies*** for operation. 1.3 Organise relevant ***signage and displays***. 1.4 Check stock supplies and reorder required items. 1.5 Inspect each game and report faults to relevant supervisor.
2. Conduct games operations.	2.1 Apply correct rules and regulations during games. 2.2 Courteously answer customer questions on games. 2.3 Record prizes given for data analysis and stocktake purposes. 2.4 Maintain cleanliness of games location. 2.5 Take payment for game participation and tender correct change.
3. Monitor customers and crowd.	3.1 Monitor crowd size and ensure that maximum numbers are not exceeded. 3.2 Monitor customer behaviour to ensure a safe and pleasant environment for all customers. 3.3 Firmly but courteously request customers to change inappropriate behaviour. 3.4 Request assistance from supervisor or security personnel as appropriate.
4. Clean and maintain games.	4.1 Inspect and clean games according to relevant schedules. 4.2 Identify simple game faults and make repairs with minimum disruption to customers according to manufacturer instructions. 4.3 Report faults to appropriate personnel and put games out of order where necessary. 4.4 Use energy, water and other resources efficiently when cleaning to reduce negative environmental impacts.
5. Close down games location.	5.1 Close down the game location according to organisational procedures. 5.2 Secure resources, equipment and stock. 5.3 Clean and prepare area for next period of operation.
6. Complete reports	6.1 Produce ***documentation*** within required timeframe.

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and documentation.	6.2 Forward reports to the appropriate area within the required timeframe.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact positively with customers
- literacy skills to:
  - read and interpret standard documents
  - complete standard reporting documentation
- numeracy skills to:
  - work with numerical games
  - tally data reports
  - calculate dilution requirements for cleaning products
- problem-solving skills to address typical operational problems in a games location
- technology skills to work with games equipment and make simple repairs.

Required knowledge

- security procedures for games operations, including those related to protection of equipment and people
- individual game operations and rules
- record keeping and documentation procedures for games relevant to the work context
- features of games equipment and how to make simple repairs
- health and safety requirements for games operations, including those related to:
  - customer behaviour
  - ensuring safety in the games location
  - game-specific issues
- ways to conserve resources in games operations, including minimising waste and use of energy.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • conduct games according to rules and procedures during a complete shift or operational period • follow operational procedures, including set up, inspection, cleaning, maintenance and close-down • complete accurate games documentation • demonstrate knowledge of safety and security issues and operational challenges associated with games operations.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated games location with operational games • customers sufficient in number to reflect typical workplace conditions.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual completing duties in a games location • review of operational reports and checklists prepared and completed by the individual • written or oral questioning to assess knowledge of work health and safety issues and requirements, and rules of the games • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Games may be:	• coin-operated • computerised • group • included in entry • individual • manual • pay per use.
Equipment and supplies may include:	• administrative supplies • game components • maintenance items • prizes • promotional material.
Signage and displays may include:	• directional signage • games rules • prizes • promotional offers.
Documentation may include:	• equipment checklists • incident reports • participant numbers • safety checklists.

Unit Sector(s)

Tourism

Competency Field

Venue and Facility Operations

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SITTVAF303 Tow and site recreational vehicles

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTHPR303A Tow and site a recreational vehicle safely. Title simplified. Re-categorised to Venue and Facility Operations competency field to better reflect the content of the unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely tow and site recreational vehicles in off-road spaces. It requires the ability to identify the site, calculate weight-to-vehicle towing ratios and to manoeuvre and position the recreational vehicle to the required location.

Application of the Unit

This unit applies to those working in holiday parks or in the manufacture, service, repair or sale of recreational vehicles.

It applies to those who operate with some level of independence and under limited supervision.

Licensing/Regulatory Information

The driver must possess a current driving licence valid for the category of towing vehicle and comply with all regulations of the relevant state or territory roads and traffic authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for towing of recreational vehicle.	1.1 Identify and confirm the required site for the recreational vehicle. 1.2 Calculate the gross weight of the ***recreational vehicle*** and determine the aggregate mass. 1.3 Check and confirm the towing capacity of the towing vehicle and adhere to tow-bar capacity. 1.4 Conduct ***pre-operational checks*** on towing and recreational vehicles. 1.5 Attach the recreational vehicle to ***towing vehicle*** in accordance with manufacturer instructions.
2. Site and move recreational vehicle.	2.1 Identify ***obstacles or hazards*** and remove or avoid. 2.2 Give clear directions to others in the area to avoid danger. 2.3 Safely manoeuvre recreational vehicle to required location. 2.4 Position recreational vehicle ensuring it is level and parallel and within reach of all required equipment. 2.5 Disconnect power heads, water pipes and electrical leads and move recreational vehicle from a site. 2.6 Position stabilising fixtures when siting or removing recreational vehicles.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss where the recreational vehicle will be sited and to give directions to people to avoid danger
- literacy skills to:
  - read and interpret weight-to-vehicle towing ratios, manufacturers' instructions and operational check information
- numeracy skills to calculate weights, aggregate mass of recreational vehicles and

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capacities of towing vehicles
- problem-solving skills to identify and avoid obstacles or hazards.

Required knowledge

- details of the entire site and positions for recreational vehicles
- weight-to-vehicle towing ratios set by state and territory authorities and manufacturers
- pre-operational checks for the towing vehicle and the recreational vehicle
- major hazards and obstacles associated with the towing and siting of recreational vehicles, and ways to address these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • manoeuvre, tow and site multiple and diverse recreational vehicles using different towing vehicles • identify and avoid obstacles and hazards • communicate safety directions to others in the vicinity • identify and calculate weight-to-vehicle towing ratios set by state and territory authorities and manufacturers.
Context of and specific resources for assessment	Assessment must ensure use of: • off road locations where recreational vehicles are towed and sited • maps of sites • a range of towing vehicles • a range of recreational vehicles • current commercial manufacturer instructions • current schedules of weight-to-vehicle towing ratios issued by government regulators.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual preparing for, towing a recreational vehicle and manoeuvring it onto a site • written or oral exercises that allow assessment of the

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	individual's ability to: • calculate a range of weights • aggregate mass of recreational vehicles • capacities of towing vehicles • use of case studies and problem-solving exercises on obstacles and hazards and methods of solving these • written and oral questioning to assess knowledge of regulated weight-to-vehicle towing ratios • review of portfolios of evidence and third party workplace reports of the individual's on-the-job performance.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWOR202A Organise and complete daily work activities • SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

The ***recreational vehicle*** may include:	• camper or tent trailers • cross-country or an off road all-terrain caravans • expanda or slide out • five-wheelers • full van • pop tops • slide-on campers or campervans.
Pre-operational checks on towing vehicle and recreational vehicle may include:	• brakes • fluid levels and topping up • operation of vehicle lights and indicators • tyre pressures • visual inspection.

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The ***towing vehicle*** may include:	• four wheel drive • specialised towing truck or unit • tractor • truck • two wheel drive • van.
Obstacles or hazards may include:	• animals and objects on road • oil, rocks, mud and water on road • other vehicles, recreational vehicles and tents • pedestrians and children • steep inclines or sharp curves • trees and branches • uneven surfaces.

Unit Sector(s)

Tourism

Competency Field

Venue and Facility Operations

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SITXWHS101 Participate in safe work practices

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS001B Follow health, safety and security procedures. Title changed to better reflect the intent and content of the unit. Re-worked Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into all workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety management practices.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

All personnel at all levels use this skill in the workplace during the course of their daily activities.

Licensing/Regulatory Information

The unit incorporates the requirement for all employees, under state and territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation, to participate in the management of their own health and safety, that of their colleagues and anyone else in the workplace. They must cooperate with their employer and follow practices to ensure safety at work.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Work safely.	1.1 Follow organisational ***health and safety procedures***. 1.2 Incorporate ***safe work practices*** into all workplace activities. 1.3 Follow safety directions of supervisors, managers and workplace safety warning signs. 1.4 Use personal protective equipment and clothing. 1.5 Promptly report unsafe work practices, ***issues and breaches of health***, ***safety and security procedures***. 1.6 Identify and remove hazards from immediate ***workplace*** area and report all workplace hazards as they arise.
2. Follow procedures for emergency situations.	2.1 Recognise emergency and potential ***emergency situations***. 2.2 Follow organisational ***security and emergency procedures***. 2.3 Seek assistance from colleagues or authorities. 2.4 Complete emergency incident reports accurately, following organisational procedures.
3. Participate in organisational work health and safety practices.	3.1 ***Participate in work health and safety management practices*** developed by the organisation to ensure a safe workplace. 3.2 Actively participate in the work health and safety ***consultation processes***. 3.3 Report work health and safety issues and concerns as they arise.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in consultation processes
  - report and explain hazards
- literacy skills to:
  - read and interpret workplace safety signs, procedures and emergency evacuation plans
  - complete basic template reports about hazards and emergency incidents
- problem-solving skills to:
  - identify and report hazards
  - identify security and emergency issues.

Required knowledge

- basic aspects of the relevant state or territory OHS or WHS legislation. This would include:
  - actions that must be adhered to by businesses
  - employer responsibilities
  - employee responsibilities to participate in work health and safety practices
  - employee responsibility to ensure safety of self, other workers and other people in the workplace
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- for the specific industry sector and organisation:
  - workplace hazards and associated health, safety and security risks
  - contents of health, safety and security procedures
  - format and use of template reports for hazards and emergency incidents
  - safe work practices for individual job roles.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to	Evidence of the ability to: • integrate the use of predetermined health, safety and

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demonstrate competency in this unit	security procedures and safe work practices with day-to-day work functions • participate in consultation activities • integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry environment where safe working practices must be maintained • current plain English regulatory documents distributed by the local work health and safety government regulator • codes of practice and standards issued by government regulators or industry groups • work health and safety information and business management manuals issued by industry associations or commercial publishers • current commercial policies, procedures and template documents used for the management of work health and safety practices.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the individual:
	  • explaining workplace safety or emergency procedures to a colleague or customer
	  • using safe work practices during an integrated assessment of operative functions, such as cleaning and tidying bars, guiding tours, setting up events, selling products in an office
	• use of simulated activities to assess participation in:
	  • emergency evacuations
	  • consultation meetings
	  • hazard identification
	• use of problem-solving exercises to assess the individual's ability to respond to hazards
	• written or oral questioning to assess knowledge of:
	  • OHS or WHS law and the employee responsibilities for workplace safety and security
	  • personal protective equipment and clothing appropriate for particular jobs and situations
	• review of portfolios of evidence and third-party

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workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS103 Prepare rooms for guests
- SITHASC201 Cook simple Asian dishes
- SITHCCC201 Cook simple dishes
- SITHCCC202 Prepare and present food
- SITTGDE401 Coordinate and operate tours
- SITTTOP301 Load touring equipment
- SITTTOP402 Set up and operate a camp site
- SITTTSL305 Process reservations
- SITTVAF303 Tow and site recreational vehicles
- SITXINV201 Receive and store stock
- SITXWHS301 Identify hazards, assess and control safety risks.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Health and safety procedures may cover:	• consultation • emergencies • handling chemicals and hazardous substances • hazard identification and reporting • incident and accident reporting • safe work practices.

Safe work practices may include:	• clearing hazards from immediate work area
	• following the direction of:
	  • safety signage
	  • supervisors
	  • managers
	• handling chemicals, poisons and dangerous materials safely
	• operating beverage dispensing systems, taking account of the dangers associated with inert gases
	• taking short breaks away from stressful situations involving difficult colleagues and customers
	• taking designated breaks and rotating tasks
	• using:
	  • equipment designed to assist with or replace manual handling
	  • ergonomically sound furniture and workstations
	  • personal protective equipment and clothing
	  • safe manual handling techniques for shifting heavy items
	  • safe posture and movements, including sitting, standing and bending
	  • working with knives and hot equipment to avoid injury.

Issues and breaches of health, safety and security procedures may involve:	• being asked to participate in unsafe work practices
	• failing to replace unsafe damaged property or fittings
	• ignoring the direction of:
	  • safety signage
	  • supervisors
	  • managers
	• lack of:
	  • required safety signage
	  • training in health and safety procedures
	  • training in safe work practices
	• seeing others using unsafe work practices

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- using broken or malfunctioning equipment.

Workplace may include:

- any tourism, travel, hospitality or event environment, such as:
  - heritage venues
  - holiday parks and resorts
  - hotels, motels
  - clubs
  - event, meeting and exhibition venues
  - restaurants
  - retail outlets
  - retail travel agencies
  - office environment for tour operators, event organisers, tour wholesalers
- any location where a tour is delivered, for example:
  - onboard a coach or cruise vessel
  - a tourist precinct where walking tours are operated
  - in a national park.

Emergency situations may include:

- accidents
- bomb threats
- natural events, e.g. earthquakes, floods, electrical storms
- chemical leak or spill
- fires
- illness
- irrational customers
- power failure
- suspicious behaviour of staff or other people in the workplace
- robberies or armed hold-ups.

Security and emergency procedures may cover:

- evacuation of staff and customers
- security management of:
  - cash
  - documents
  - equipment
  - keys
  - people.

Participation in work health and safety management practices may involve:

- participating in:
  - consultation
  - hazard identification
  - work health and safety induction training

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	• safe work practice training • suggesting inclusions for work health and safety policies and procedures.
Consultation processes may involve:	• a diary, whiteboard or suggestion box used by staff to report issues of concern • discussions with and reports to formal work health and safety representatives and committee members • formal meetings with agendas, minutes and action plans • informal meetings with notes • work health and safety discussions with supervisors and managers during the course of each business day • regular staff meetings that involve work health and safety discussions • special staff meetings or workshops to specifically address work health and safety issues • surveys or questionnaires that invite staff feedback on work health and safety issues.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

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SITXWHS301 Identify hazards, assess and control safety risks

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS003B Identify hazards, and assess and control safety risks. Minor name change.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated workplace safety risks, take measures to eliminate or minimise those risks and document all processes.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

All people working at all levels can participate in risk assessments which are commonly conducted as a team effort. Frontline operational personnel, who operate with some level of independence and under limited supervision, would assist other colleagues during the process. Individuals may conduct the assessments independently of others.

Licensing/Regulatory Information

This unit incorporates the requirement, under state and territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation, for businesses to conduct risk assessments involving their workers to manage the safety of those workers and anyone else in the workplace.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify hazards.	1.1 Access and use ***hazard identification and risk assessment tools and template documents***.
	1.2 Use ***appropriate methods*** to identify actual or foreseeable hazards that have the potential to harm the health and safety of workers or ***anyone else*** in ***the workplace***.
	1.3 Work alone or with ***other personnel*** to identify hazards.
	1.4 Keep records of identified ***hazards*** according to organisational procedures.
2. Assess the safety risk associated with a hazard.	2.1 Access and use risk assessment tools and template documents.
	2.2 Work alone or with other personnel to assess the risk.
	2.3 Use a ***systematic method*** to assess the risk.
	2.4 Collect sufficient evidence of the type and level of risk posed by the identified hazard.
	2.5 Document the outcome of the risk assessment suggesting actions to eliminate or control risks.
	2.6 Keep records of risk assessments according to organisational procedures.
3. Eliminate or control the risk.	3.1 Discuss, with others, ***ways of eliminating or controlling the risk***.
	3.2 Take ***measures*** to eliminate or control risks.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss hazards and associated risks with other workers
  - participate in risk assessments and assertively suggest control methods
- literacy skills to:
  - read and interpret hazard identification and risk assessment template documents and organisational policies and procedures
  - complete hazard identification and risk assessment reports using template documents
- numeracy skills to score the risks and calculate an overall risk level for the identified hazard
- problem-solving skills to identify and logically evaluate hazards, associated risks and suggest control measures
- teamwork skills to:
  - actively and cooperatively participate in group risk assessments
  - suggest effective controls while incorporating the views of other people in the workplace.

Required knowledge

- basic aspects of the relevant state or territory OHS or WHS legislation, specifically requirements for:
  - when, where and how hazards must be identified
  - when, where and how risk assessments must be conducted
  - consultation in the hazard identification and risk assessment process
  - work health and safety committees or work health and safety representatives as mechanisms for consultation
  - record keeping
- for the specific industry sector and organisation:
  - range of group risk assessment mechanisms commonly used
  - format and use of appropriate hazard identification and risk assessment templates
  - range of methods for identifying hazards in the workplace
  - common methods applied to the assessment of safety risks, including the four-staged process model recommended and published by state and territory work health and safety authorities
  - common methods applied to controlling risks, including the five-stepped hierarchical process model recommended and published by state and territory work health and safety authorities
  - hazard identification and risk assessment procedures.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- participate in multiple risk assessments to identify workplace hazards, assess the associated safety risks and take measures to eliminate or control those risks
- use appropriate methods and documents for hazard identification, risk assessment and control
- demonstrate knowledge of the basic aspects of OHS or WHS legislation for identifying hazards, assessing and controlling risks.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or events industry environment where hazards must be identified and risk assessed
- current plain English regulatory documents distributed by the local work health and safety government regulator
- work health and safety information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures, and hazard identification and risk assessment template documents.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual discussing hazard identification, risk assessment and control with colleagues
- evaluation of hazard identification and risk assessment documents completed by the individual
- use of simulated activities to assess participation in:
  - hazard identification
  - risk assessments
- use of, case studies and problem-solving exercises so the individual can suggest methods of eliminating or controlling the risks associated with various hazards

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- written or oral questioning to assess knowledge of:
  - legal requirements for hazard identification and risk assessment
  - contents of hazard identification and risk assessment procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS103 Prepare rooms for guests
- SITHASC201 Cook simple Asian dishes
- SITHCCC201 Cook simple dishes
- SITHCCC202 Prepare and present food
- SITTGDE401 Coordinate and operate tours
- SITTPPD404 Develop in-house recreational activities
- SITTTOP301 Load touring equipment
- SITTTOP402 Set up and operate a camp site
- SITTTSL305 Process reservations
- SITTVAF303 Tow and site recreational vehicles
- SITXINV201 Receive and store stock
- SITXWHS101 Participate in safe work practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazard identification and risk assessment tools and template documents may include:

- self-designed tools
- tools and templates developed:
  - by external consultancy services
  - by industry associations for use by member businesses
  - for public use and found within business management publications, including those developed by work health and safety government regulators

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- tools developed for the organisation as part of a work health and safety management system.

Appropriate methods include:

- conduct of site safety audits
- completion of safety checklists
- inspections of the workplace
- observation of daily activities
- investigation of accidents and incidents
- review of injury or illness registers
- environmental monitoring of the workplace
- investigation of staff complaints or reports of safety concerns
- review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions.

Anyone else in the workplace may include:

- contractors
- customers
- visiting supplier representatives.

The workplace may include:

- any tourism, hospitality or event environment, such as:
  - heritage venues
  - holiday parks and resorts
  - hotels, motels
  - clubs
  - event, meeting and exhibition venues
  - restaurants
  - retail outlets
  - retail travel agencies
  - office environment for tour operators, event organisers, tour wholesalers
- any location where a tour is delivered, for example:
  - onboard a coach or cruise vessel
  - a tourist precinct where walking tours are operated
  - in a national park.

Other personnel may include:

- contractors
- managers
- work health and safety committee members
- work health and safety representatives
- peers and colleagues
- staff under supervision
- supervisors
- tourism suppliers.

Hazards may be associated with:

- physical environment, for example:

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- crowds
- customer ability to fully engage in all activities, e.g. health issues
- electrical items
- exposure to weather and natural disasters
- flooring
- hot and cold work environments
- lighting
- noise levels
- pests
- touring activities to be undertaken
- wild animals and local wildlife
- working space of workers

- plant, for example:
  - appliances
  - beverage dispensing systems using inert gases
  - equipment
  - machinery
  - tools
- working practices, for example:
  - length of time spent at certain task and allocation of breaks
  - rostering and shift allocation
  - opening and closing procedures
  - standard operating procedures for work-related tasks
- security issues, for example:
  - customer behaviour
  - storage of cash, documents and keys
  - theft and robbery.

Systematic method involves:

- identifying the injury or illness or consequences that could result from the hazard
- determining the exposure to the hazard
- estimating the probability that an incident or injury will occur
- determining an overall risk level for the identified hazard.

Ways of eliminating or controlling the risk involves:

- substituting a system of work or equipment with something safer
- isolating the hazard
- introducing engineering controls

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- adopting administrative controls
- using personal protective equipment
- implementing combined control methods to minimise risk.

Measures may involve:

- implementing control measures when responsible
- making suggestions for ways of eliminating or controlling risks
- referring to a higher level staff member for decision on implementing controls.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

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SITXWHS401 Implement and monitor work health and safety practices

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS004B Implement and monitor workplace health, safety and security practices. Title simplified and changed to reflect legislative change from Occupational Health and Safety to Work Health and Safety. Re-worked Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement those predetermined work health and safety practices designed, at management level, to ensure a safe workplace. It requires the ability to monitor safe work practices, coordinate consultative arrangements, risk assessments, work health and safety training and the maintenance of records.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers.

Licensing/Regulatory Information

This unit incorporates the requirement, under state and territory OHS or WHS legislation, for businesses to take a systematic approach for managing the safety of their workers and anyone else in the workplace.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide information on health, safety and security.	1.1 Explain relevant ***work health and safety information*** to personnel. 1.2 Make all current work health and safety information readily accessible to staff.
2. Monitor safe work practices.	2.1 Monitor adherence to organisational ***work health and safety procedures***. 2.2 Monitor ongoing compliance with ***safe work practices***. 2.3 Take prompt action to address non-compliance with procedures and safe work practice. 2.4 Monitor the day-to-day effectiveness of work health and safety practices in maintaining the health, safety and security of personnel.
3. Coordinate consultative arrangements for the management of health, safety and security issues.	3.1 Coordinate the operation of all ***consultative processes***. 3.2 Provide the opportunity for staff members to contribute their views on current and future work health and safety management practices. 3.3 Resolve or refer issues raised through work health and safety consultation to the appropriate person. 3.4 Provide timely staff and own feedback on work health and safety management practices to the designated person.
4. Implement and monitor procedures for identifying hazards, assessing and controlling risks.	4.1 Coordinate scheduled hazard identification activities ensuring hazards are identified at ***times designated by legislation***. 4.2 Identify any ***hazards*** on an ongoing basis through own day-to-day workplace operations.

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	4.3 React to reports of hazards by other workers, coordinate and participate in risk assessments. 4.4 Implement any risk control methods or refer to appropriate person if control is outside scope of responsibility. 4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person.
5. Implement and monitor health, safety and security training.	5.1 Identify ***work health and safety training needs*** based on regular staff monitoring. 5.2 Make arrangements for fulfilling training needs. 5.3 Monitor effectiveness of training and make required adjustments.
6. Maintain work health and safety records and reports.	6.1 Complete ***work health and safety records and reports*** accurately and legibly and store according to organisation and legal requirements. 6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security. 6.3 Minimise use of printed materials and maximise electronic transmission and filing of all documents to reduce waste.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - explain issues of work health and safety responsibility to personnel
  - discipline non-compliant personnel
  - conduct sometimes complex work health and safety consultation activities
  - explain all work health and safety procedures and information on safe work practices
- critical thinking skills to:
  - allow for a rational and logical evaluation of the effectiveness of work health and safety management practices
  - incorporate the views of other people consulted in the workplace
- literacy skills to:
  - read and interpret unfamiliar and complex materials describing regulatory requirements for work health and safety management and organisational policies and procedures
  - write high level reports about the effectiveness of work health and safety management

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practices, including recommendations for change and complete accurate records for regulatory compliance
- planning and organising skills to coordinate consultative arrangements, work health and safety training and regular hazard identification and risk assessment activities
- problem-solving skills to analyse work health and safety system deficiencies and recommend change
- teamwork skills to monitor staff members' daily compliance with work health and safety management practices and counsel on non-compliance.

Required knowledge

- the primary components of relevant state or territory OHS or WHS legislation. This would include:
  - actions that must be taken for legal compliance
  - employer responsibilities to provide a safe workplace
  - requirement to consult and acceptable consultation mechanisms
  - requirements for the use of work health and safety representatives and committees, and their roles and responsibilities
  - requirements for hazard identification, risk assessment, risk control and acceptable mechanisms
  - requirements for record keeping and acceptable record keeping mechanisms
  - requirement to provide information and training
  - employee responsibilities to ensure safety of self, other workers and other people in the workplace
  - employee responsibility to participate in work health and safety practices
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- for the specific organisation:
  - the full content of work health and safety policies, procedures, consultation, hazard identification, risk assessment and reporting documents
  - methods used for work health and safety consultation, hazard identification and risk assessment
  - options for the provision of training.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for	Evidence of the ability to:

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assessment and evidence required to demonstrate competency in this unit

- implement and monitor predetermined work health and safety work practices, coordinate consultative arrangements, risk assessments, work health and safety training and the maintenance of records
- monitor the effectiveness of the work health and safety system over a period of time
- integrate knowledge of management practices that must be implemented for compliance with state or territory OHS or WHS legislation
- integrate knowledge of policies and procedures when monitoring work health and safety practices.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation for which work health and safety management practices are implemented and monitored
- computers, software programs, printers and communication technology used to administer the implementation and monitoring of a work health and safety system
- the relevant state or territory OHS or WHS legislation
- current plain English regulatory documents distributed by the local work health and safety government regulator
- codes of practice and standards issued by government regulators or industry groups
- work health and safety information and business management manuals issued by industry associations or commercial publishers
- current commercial work health and safety policies and procedures
- an operational team for which the individual coordinates work health and safety management practices.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual providing work health and safety information and conducting work health and safety consultation sessions
- evaluation of documents prepared by the individual:
  - action plans to coordinate consultative processes, hazard identification and risk assessment activities
  - a range of work health and safety records and reports
  - reports detailing the effectiveness of work health and safety management practices and recommendations for change

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- use of case studies and problem-solving exercises so the individual can suggest methods for controlling staff non-compliance with procedures and safe work practices
- written or oral questioning to assess knowledge of:
  - legislative requirements
  - contents of policies and procedures
  - methods used for WHS consultation, hazard identification and risk assessment
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBADM502B Manage meetings
- BSBMGT515A Manage operational plan
- BSBPMG501A Manage projects
- SITTPPD404 Develop in-house recreational activities
- SITXMGT401 Monitor work operations
- SITXWHS601 Establish and maintain a Work Health and Safety system.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work health and safety information may include:

- consultative arrangements for work health and safety
- employee roles and responsibilities in work health and safety management practices
- legal obligations and ramifications of failure to comply
- location of first aid kit and emergency evacuation plan
- work health and safety training information and updates
- policies:
  - overall approach of organisation to work health

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	and safety • participation of personnel in work health and safety management practices • responsibilities of employees to ensure safety • procedures • specific risk control measures relevant to the workplace • specific regulations and codes of practice • use of: • hazard identification reporting documents • risk assessment template documents.
Work health and safety procedures may cover:	• consultation • emergencies • evacuation of staff and customers • handling chemicals and hazardous substances • hazard identification and reporting • incident and accident reporting • risk assessments and reporting • safe work practices • security management of: • cash • documents • equipment • keys • people.
Safe work practice may include:	• clearing hazards from immediate work area • following the direction of: • safety signage • supervisors • managers • handling chemicals, poisons and dangerous materials safely • operating beverage dispensing systems, taking account of the dangers associated with inert gases • taking short breaks away from stressful situations involving difficult colleagues and customers • taking designated breaks and rotating tasks • using: • equipment designed to assist with or replace manual handling • ergonomically sound furniture and

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	workstations • personal protective equipment and clothing • safe manual handling techniques for shifting heavy items • safe posture and movements, including sitting, standing and bending • working with knives and hot equipment to avoid injury.
Consultative processes may involve:	• a diary, whiteboard or suggestion box used by staff to report issues of concern • fact sheets to fully inform personnel about work health and safety rights and responsibilities • formal work health and safety representatives and committees • formal meetings with agendas, minutes and action plans • informal meetings with notes • work health and safety discussions with employees during the course of each business day • recording issues in a management diary • regular staff meetings that involve work health and safety discussions • seeking staff suggestions for content of work health and safety policies and procedures • special staff meetings or workshops to specifically address work health and safety issues • staff handbook which includes work health and safety information • surveys or questionnaires that invite staff feedback on work health and safety issues.
Times designated by legislation may include:	• when changes to the workplace are implemented, including: • before the premises are used for the first time • before and during the installation or alteration of any plant • before changes to work practices are introduced • when any new information relating to health and safety risk becomes available.
Hazards may be associated with:	• physical environment, for example: • crowds • customer ability to fully engage in all activities, e.g. health issues • electrical items

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- exposure to weather and natural disasters
- flooring
- hot and cold work environments
- lighting
- noise levels
- pests
- touring activities to be undertaken
- wild animals and local wildlife
- working space of workers

- plant, for example:
  - appliances
  - beverage dispensing systems using inert gases
  - equipment
  - machinery
  - tools
- working practices, for example:
  - length of time spent at certain task and allocation of breaks
  - rostering and shift allocation
  - opening and closing procedures
  - standard operating procedures for work-related tasks
- security issues, for example:
  - customer behaviour
  - storage of cash, documents and keys
  - theft and robbery.

Work health and safety training needs may include:

- coaching or mentoring in safe work practices
- formal training programs in safe work practices
- hazard identification, risk assessment and control
- work health and safety policy and procedure induction
- work health and safety representative or committee
- provision of information, fact sheets and signage to ensure safe work practices.

Work health and safety records and reports may include documentation of:

- consultation
- hazard identification
- incident and accident notifications to work health and safety regulatory authorities
- incident or accident, near miss reports and related statistics
- monitoring reports and recommendations for

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change, including effectiveness of:

- agendas for and minutes of meetings
- committee members
- consultation decisions and follow-up actions
- consultation processes
- diaries of meetings
- work health and safety information provided to personnel
- risk controls
- safe work practices

- risk assessments
- risk control actions
- training action plans
- training undertaken.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

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SITXWHS601 Establish and maintain a work health and safety system

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXOHS005A Establish and maintain an OHS system. Title changed to reflect legislative change from Occupational Health and Safety to Work Health and Safety. Re-worked Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective, professional and contemporary work health and safety management practices. It requires the ability to establish and review systems, policies and procedures designed to ensure a safe workplace.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

It applies to those senior managers who operate with significant autonomy and are responsible for making a range of strategic management decisions.

Licensing/Regulatory Information

This unit incorporates the requirement, under state and territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation, for businesses to take a systematic approach for managing the safety of their workers and anyone else in the workplace.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Establish and maintain a framework for health, safety and security.	1.1 Access and interpret key legislative documents to ensure that work health and safety systems comply with regulatory requirements, standards and codes. 1.2 Design a ***work health and safety management system*** to suit the characteristics and needs of the organisation, in consultation with appropriate personnel. 1.3 Identify and provide adequate financial, human and specialist external resources to address work health and safety management practices. 1.4 Develop and clearly articulate ***work health and safety policies and procedures*** in a format readily accessible to all personnel. 1.5 Define and allocate health, safety and security responsibilities within relevant job descriptions. 1.6 Consult with key personnel, and develop and implement a plan for all ***work health and safety training requirements***. 1.7 Establish and monitor a system for keeping ***work health and safety records***. 1.8 Establish and maintain systems to ensure communication of ***work health and safety information*** to personnel.
2. Establish and maintain consultative arrangements for the management of health, safety and security.	2.1 Establish and maintain appropriate ***consultative processes*** to suit the characteristics and needs of the organisation. 2.2 Plan for and ensure that consultation is conducted at ***times designated by legislation***.

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	2.3 Resolve issues raised through consultation. 2.4 Provide employees with accessible information on the outcomes of consultation.
3. Establish and maintain practices for identifying hazards, and assessing and controlling risks.	3.1 Develop or access ***hazard identification and risk assessment template documents*** that incorporate ***assessment criteria*** for assessing risks. 3.2 Plan for and ensure ***systematic hazard identification at times designated by legislation***. 3.3 Develop procedures for the ongoing identification of ***types of hazards designated by legislation***. 3.4 Develop procedures for the assessment and control of risks associated with identified hazards. 3.5 Nominate the roles and responsibilities of personnel for hazard identification, risk assessment and risk control within procedures. 3.6 Take a lead role in controlling risks, including implementing interim or emergency solutions. 3.7 Manage the response to any incident or accident and follow legislative requirements for notifying and cooperating with work health and safety government regulators.
4. Evaluate organisational health, safety and security system.	4.1 Assess and maintain ongoing compliance with OHS or WHS legislation and regulatory requirements, standards and codes. 4.2 Consult with a range of personnel to elicit feedback on work health and safety policies, procedures and practices. 4.3 ***Assess*** the effectiveness of work health and safety management practices, develop, implement, document and communicate improvements and changes to the work health and safety system.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with a range of personnel to elicit feedback on work health and safety policies, procedures and practices
  - discuss training needs with key supervisory and management personnel
  - interview personnel about incidents or accidents, near misses

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- critical thinking skills to:
  - allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design a tailored work health and safety system
  - evaluate and review the system
- literacy skills to:
  - read and interpret unfamiliar and complex materials describing regulatory requirements for work health and safety management systems and internal reports providing operational feedback about the effectiveness of practices
  - develop comprehensive yet easily accessible work health and safety policies, procedures and template documents
  - write high level reports about the effectiveness of work health and safety management practices and rationale for change
- planning and organising skills to plan for, establish and regularly monitor all components of a work health and safety management system
- problem-solving skills to:
  - take a lead role in controlling risks, including implementing interim or emergency solutions
  - manage the response to any incident or accident
- self-management skills to take responsibility for work health and safety management
- teamwork skills to consult with key personnel and incorporate their views to develop an effective work health and safety system.

Required knowledge

- the structure, characteristics and needs of the organisation
- objectives, components and comprehensive details of relevant state or territory OHS or WHS legislation. This would include:
  - actions that must be taken for legal compliance
  - employer responsibilities to provide a safe workplace
  - requirement to consult, designated times for consultation and acceptable consultation mechanisms
  - requirements for the use of work health and safety representatives and committees, and their roles and responsibilities
  - designated times for hazard identification and categories of hazards that must be identified
  - acceptable mechanisms for hazard identification, risk assessment and risk control
  - requirements for record keeping and acceptable record keeping mechanisms
  - requirement to provide information and training
  - employee responsibilities to ensure safety of self, other workers and other people in the workplace
  - employee responsibility to participate in work health and safety practices
- objectives, components and comprehensive details of work health and safety codes of practice and standards developed by industry or regulatory bodies
- ramifications of failure to observe OHS or WHS laws and codes of practice

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- methods of receiving updated information on OHS or WHS laws and codes of practice
- components of work health and safety management systems
- a range of methods used by the specific industry sector and organisation to:
  - conduct consultation when developing policies and procedures
  - communicate work health and safety policies, procedures and safe working practices
  - conduct ongoing work health and safety consultation
  - evaluate the effectiveness of work health and safety management practices
- a range of formats for and inclusions of:
  - policies and procedures
  - work health and safety templates for hazard identification and risk assessment
  - incident, accidents or near miss reports
  - reports that document the evaluation of systems and required changes
  - work health and safety record keeping systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • establish and implement a complete work health and safety system covering diverse work health and safety system components • evaluate and make ongoing improvements to work health and safety practices over a period of time • develop comprehensive work health and safety system documents • integrate knowledge of management practices that must be established and maintained for compliance with state or territory OHS or WHS law.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated tourism, hospitality or event industry business operation for which a tailored work health and safety management system can be established and monitored • computers, software programs, printers and communication technology used to administer the development of a work health and safety system

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- the relevant state or territory OHS or WHS legislation
- current plain English regulatory documents distributed by the local work health and safety government regulator
- codes of practice and standards issued by regulatory authorities or industry groups
- work health and safety information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures, and hazard identification and risk assessment template documents
- a team for which the individual establishes work health and safety management practices.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a portfolio, prepared by the individual, which incorporates an entire written work health and safety system for an organisation, including:
  - policies and procedures
  - hazard identification and risk assessment template documents
  - information fact sheets for workers
  - job descriptions incorporating work health and safety roles
  - training plans
  - consultation strategy
- evaluation of reports, prepared by the individual:
  - how work health and safety policies, systems and procedures were tailored to suit the characteristics and needs of an organisation
  - evaluation of the effectiveness of work health and safety management practices
- use of case studies and problem-solving exercises so the individual can suggest appropriate WHS systems, policies and procedures for different workplace sizes and types
- written or oral questioning to assess knowledge of:
  - relevant OHS or WHS law
  - methods for conducting ongoing work health and safety consultation
  - methods for evaluating the effectiveness of work

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health and safety management practices

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBADM502B Manage meetings
- BSBPMG501A Manage projects
- BSBWRT401A Write complex documents
- SITXGLC501 Research business compliance requirements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work health and safety management system includes practices to ensure:

- adequate facilities for the welfare of employees
- appropriate management of incidents or accidents and notification to work health and safety government regulators
- availability of information, instructions, training and supervision that ensure employees' health and safety
- safe:
  - machinery, equipment and materials
  - premises, including the provision of entrances and exits that are safe
  - systems of work
  - working environment.

Work health and safety policies and procedures may cover:

- consultation
- emergencies
- evacuation of staff and customers
- handling chemicals and hazardous substances
- hazard identification and reporting
- incident and accident management and notification to work health and safety regulatory authorities
- incident and accident reporting by staff
- ongoing monitoring of risk control

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- overall organisational approach to work health and safety
- participation of personnel in work health and safety management practices
- responsibilities of employees to ensure safety
- risk assessments and reporting
- safe work practices
- security management of:
  - cash
  - documents
  - equipment
  - keys
  - people.

Work health and safety training requirements may include:

- coaching or mentoring in safe work practices
- formal training programs in safe work practices
- hazard identification, risk assessment and control
- work health and safety policy and procedure induction
- work health and safety representative or committee
- provision of information, fact sheets and signage to ensure safe work practices.

Work health and safety records may include documentation of:

- consultation:
  - diaries of meetings
  - agendas for and minutes of meetings
  - committee members
  - consultation decisions and follow-up actions
- hazard identification
- incident or accident notifications to work health and safety regulatory authorities
- incident, accident and near miss reports and related statistics
- policies and procedures
- risk assessments
- risk control actions
- training plans
- training undertaken.

Work health and safety information may include:

- consultative arrangements for work health and safety
- emergency evacuation plan
- employee roles and responsibilities in work health and safety management practices
- legal obligations and ramifications of failure to comply

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- work health and safety training information and updates
- organisation-specific policies and procedures
- specific risk control measures for the workplace
- specific regulations and codes of practice
- use of:
  - hazard identification reporting documents
  - risk assessment template documents.

Consultative processes may involve:

- a diary, whiteboard or suggestion box used by staff to report issues of concern
- fact sheets to fully inform personnel about work health and safety rights and responsibilities
- formal WHS representatives and committees
- formal meetings with agendas, minutes and action plans
- informal meetings with notes
- involving personnel in:
  - conducting hazard identification and risk assessment
  - making decisions on how to eliminate or control risks
- work health and safety discussions with employees during the course of each business day
- recording issues in a management diary
- regular staff meetings that involve work health and safety discussions
- seeking staff suggestions for content of work health and safety policies and procedures
- special staff meetings or workshops to specifically address work health and safety issues
- staff handbook which includes work health and safety information
- surveys or questionnaires that invite staff feedback on work health and safety issues.

Times designated by legislation for consultation will vary but may include when the organisation:

- conducts hazard identification and risk assessment or reviews hazard identification and risk assessment practices
- introduces or alters facilities for the welfare of personnel
- introduces or alters procedures for monitoring workplace risks
- is proposing to make changes to the premises, equipment, materials and systems of work that might affect the health and safety of personnel

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- makes decisions about actions to eliminate or control risks
- makes initial and ongoing decisions on how best to consult with personnel.

Hazard identification and risk assessment template documents may include:

- self-designed tools developed for the organisation as part of a work health and safety management system
- tools and templates developed:
  - by external consultancy services
  - by industry associations for use of member businesses
  - for public use by, and found within, business management publications, including those developed by work health and safety government regulators.

Assessment criteria may include those:

- developed by external consultancy services
- outlined in Australian standards
- self-determined for the organisation as part of a work health and safety management system
- suggested by industry associations for use by member businesses.

Systematic hazard identification at times designated by legislation may occur:

- when changes to the workplace are implemented, including:
  - before the premises are used for the first time
  - before and during the installation or alteration of any plant
  - before changes to work practices are introduced
  - when new information relating to health and safety risk becomes available.

Types of hazards designated by legislation may include:

- physical environment, for example:
  - electrical items
  - equipment
  - flooring
  - hot and cold environments
  - lighting
  - noise levels
  - working space of any workers
- plant, for example:
  - appliances
  - equipment
  - machinery
  - tools
- working practices, for example:

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	• length of time spent at certain tasks and allocation of breaks • opening and closing procedures • rostering of staff and shift allocation • security procedures • standard operating procedures for work-related tasks.
Assess effectiveness of WHS management practices may involve:	• monitoring the ongoing effectiveness of risk control methods • reviewing: • incidents or accidents, near misses • work health and safety reports • work health and safety statistics.

Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

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SITHIND101 Use hygienic practices for hospitality service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to maintain the health and wellbeing of self and others.

The skills and knowledge to ensure food safety are found in the unit SITXFSA101 Use hygienic practices for food safety.

Application of the Unit

This unit applies to all hospitality service environments.

Personnel at all levels use this skill in the workplace during the course of their daily activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain personal hygiene.	1.1 Develop a ***routine of personal hygiene practices*** in preparation for work. 1.2 Check and adjust ***personal cleanliness*** during service periods to maintain health of self and others. 1.3 Check cleanliness of uniform, dress or personal protective items for contamination during service periods and adjust to maintain health of self and others. 1.4 Maintain customer confidence in organisational service standards through personal hygiene practices.
2. Prevent health hazards.	2.1 Identify and report ***hygiene hazards*** that may affect the health of self and others. 2.2 Avoid ***unhygienic personal contact*** that may cause illnesses. 2.3 Prevent the spread of micro-organisms by washing hands at ***appropriate times***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to verbally report hygiene hazards
- problem-solving skills to identify hygiene hazards and adjust cleanliness
- self-management skills to develop and manage a personal hygiene routine.

Required knowledge

- reasons for maintaining personal hygiene, including:
  - reduction of personal illness
  - healing from personal illness
  - optimal health and sense of well being
  - social acceptance
  - prevention of spread of illness to others

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    - maintenance of organisational image and service standards
- personal hygiene practices to care for personal health and wellbeing, including:
    - bathing or showering
    - brushing and flossing teeth; using mouthwash
    - cutting or manicuring finger nails
    - treating skin allergies, conditions or wounds
    - using deodorant
    - using hand sanitiser
    - washing clothes regularly
    - washing hands regularly
    - washing scalp and hair
    - wearing clean clothing and personal protective equipment
- meaning of:
    - airborne diseases
    - infectious diseases
- ways of transferring micro-organisms and spreading illness to self and others:
    - blowing nose
    - coughing
    - drinking
    - scratching skin and hair
    - sneezing
    - spitting
    - touching wounds
- employee responsibility to participate in hygienic practices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• integrate the use of personal hygiene practices within day-to-day work functions
	• integrate knowledge of:
	  • the reasons for maintaining personal hygiene
	  • methods used to maintain personal cleanliness
	  • methods to minimise ways of transferring

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	micro-organisms and the spread of illness.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated hospitality industry service environment • others with whom the individual can interact.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• use of scenarios to identify appropriate personal presentation standards
	• use of problem-solving exercises so the individual can respond to a range of situations where hygiene hazards exist
	• written or oral questioning to assess knowledge of:
	  • the reasons for maintaining personal hygiene
	  • methods used to maintain personal cleanliness
	  • ways of transferring micro-organisms and spreading illness
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS204 Provide porter services • SITHACS303 Provide accommodation reception services • SITHGAM203 Operate a TAB outlet • SITXCCS201 Provide visitor information • SITXCCS202 Interact with customers • SITXCCS302 Provide club reception services • SITXCCS303 Provide service to customers

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the

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candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine of personal hygiene practices may include:	• bathing or showering • brushing and flossing teeth; using mouthwash • cutting or manicuring finger nails • maintaining clean work clothes • treating skin allergies, conditions or wounds • using deodorant • washing scalp and hair.

Personal cleanliness includes:	• maintaining clean:
	  • hair
	  • hands
	  • nails
	  • skin
	  • work clothing
	• wearing clean bandages on wounds.

Hygiene hazards may include:	• lack of:
	  • clean cloths and tea towels
	  • hygiene signage
	  • personal protective equipment
	• seeing others using unhygienic practices
	• unclean:
	  • hand washing facilities
	  • public areas
	  • staff amenity areas
	  • toilets
	  • workstations.

Unhygienic personal contact may involve:	• transferring micro-organisms by:
	  • blowing nose
	  • coughing
	  • drinking
	  • scratching skin and hair
	  • sneezing
	  • spitting
	  • touching wounds.

Appropriate times might include after:	• contact with items, such as cleaning cloths, linen, tea towels and towels contaminated with human waste, such as blood and body secretions • smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any

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wound
- using the toilet.

Unit Sector(s)

Hospitality

Competency Field

Working in Industry

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SITHIND201 Source and use information on the hospitality industry

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITHIND001B Develop and update hospitality industry knowledge. Title updated to better reflect the intent and content of the unit. Significant change to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the hospitality industry. Other legal knowledge, e.g. work health and safety is found in relevant units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Application of the Unit

This unit applies to all hospitality sectors and many people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge which supports product planning, marketing and strategic management activities. This is covered within other individual units.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source and use relevant industry information.	1.1 Identify ***sources of information*** on the structure and operation of the ***hospitality industry***. 1.2 Access specific ***information*** of relevance to the hospitality industry to assist operational duties. 1.3 Obtain information on features of current and in trend hospitality products and services relevant to job role. 1.4 Use knowledge of the hospitality industry and its products and services to ***enhance the quality of work performance***.
2. Source and use compliance information in daily activities.	2.1 Obtain information on ***laws*** specifically relevant to the hospitality industry and work compliantly. 2.2 Seek information on industry ***quality assurance schemes***. 2.3 Access information on career planning and equal employment opportunity law. 2.4 Conduct day to day hospitality activities according to ***ethical industry practices***.
3. Source and use information on hospitality technology.	3.1 Source and access information on current and emerging ***technologies*** that impact on operational duties. 3.2 Use information on technology to suggest new and improved workplace practices. 3.3 Use current and emerging technology in day to day work activities.
4. Update personal and organisational knowledge of the hospitality industry.	4.1 Identify and use a range of ***opportunities*** to update knowledge of the hospitality industry. 4.2 Monitor ***current issues and trends*** for the industry. 4.3 Share updated information with colleagues.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to obtain information from:
  - experienced industry personnel
  - colleagues
  - suppliers
  - industry bodies
- initiative and enterprise skills to suggest:
  - new and improved practices using emerging technology
  - business benefits of participating in industry quality assurance schemes
- learning skills to continuously update knowledge of the hospitality industry
- literacy skills to:
  - read and comprehend the content of plain English information about laws, industry accreditation schemes and codes of conduct
  - research, sort and use hospitality industry information
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to complete daily operational activities while sourcing information required to support those
- problem-solving skills to recognise knowledge deficiencies and take action to seek information
- self-management skills to take responsibility for sourcing and updating current and emerging information
- teamwork skills to share updated information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- sources of information on the hospitality industry
- structure of the hospitality industry and its different sectors including their:
  - functions
  - key characteristics
  - business relationships between sectors
- roles and general responsibilities for different jobs in the industry
- general nature of allied and related industries including tourism, meetings, incentives,

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conferences and events
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the business has a relationship
  - trade unions in the industry
- basic aspects of hospitality industry quality assurance processes:
  - industry accreditation schemes
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and commonwealth laws specifically relevant to the hospitality industry and actions that must be adhered to by hospitality businesses:
  - food safety
  - responsible service of alcohol
  - responsible conduct of gaming
  - local community protection including land ownership, management and access requirements that must be met by hospitality industry operators when delivering services and requirements to maintain the lifestyle of neighbouring residents
- basic aspects of Equal Employment Opportunity (EEO) law including rights of employees and responsibilities of employers to make merit based employment decisions
- current and emerging technology used in the hospitality industry, including e-business and social media.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source current hospitality industry information and use this in day-to-day activities to maximise effective performance • demonstrate knowledge of the hospitality industry, including main roles, functions and interrelationships of different sectors • integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the hospitality industry.

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Context of and specific resources for assessment

Assessment must ensure use of:

- computers, printers, communication technology and information programs used to source industry information
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws specifically relevant to the hospitality industry:
  - food safety
  - responsible service of alcohol
  - responsible conduct of gaming
  - local community protection.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- exercises and project activities that allow assessment of the individual's ability to:
  - obtain current and accurate hospitality industry information
  - research information to meet differing operational needs
- group projects that allow individuals to collectively source information on differing aspects of the hospitality industry and present it in a portfolio
- direct observation of the individual delivering an oral presentation on the sourced information
- problem-solving exercises so the individual can identify new knowledge required to complete operational activities and source information to resolve the deficiency
- written and oral questioning to assess knowledge of:
  - different sectors of the hospitality industry and their interrelationships
  - laws relevant to the hospitality industry
  - industry codes of conduct
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITXCOM101 Source and present information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- computer data, including the Internet
- discussions with experienced industry personnel
- industry:
  - accreditation operators
  - associations and organisations
  - developers of codes of conduct or ethics
  - journals
  - seminars
- networking with:
  - colleagues
  - suppliers
- plain English documents, issued by government regulators, that describe laws relevant to the hospitality industry
- libraries
- media
- personal observations and experience
- reference books
- training courses
- unions.

The ***hospitality industry*** involves a range of sectors and businesses including:

- accommodation
- casinos
- clubs
- restaurants and cafes.

Information of relevance to the hospitality industry may include:

- career opportunities within the industry
- different sectors and businesses within the industry, their relationships and the services available in each

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	sector
	• different hospitality markets and their relevance to industry sectors
	• economic and social significance of the hospitality industry, which may relate to:
	  • community role in hospitality
	  • effect on local amenities and facilities
	  • employment
	• industrial relations and award provisions
	• major hospitality industry bodies and associations
	• quality assurance schemes
	• relationships between hospitality and other industries, including:
	  • entertainment
	  • events
	  • food production
	  • recreation
	  • tourism
	  • wine production
	• role of and impacts on local communities
	• roles and general responsibilities for different jobs in the industry
	• specific features of the local and regional industry.

To ***enhance the quality of work performance*** may involve:	• improving skills and productivity
	• producing food items to meet current market trends and customer expectations
	• providing quality hospitality service
	• suggesting new and improved ways of doing things
	• working effectively with:
	  • other sectors of the hospitality industry
	  • suppliers
	• working according to:
	  • ethical industry practices to ensure smooth hospitality operations
	  • the law to avoid problems for self and the organisation.

Laws may cover:	• business and occupational licensing • EEO • food safety • land ownership, management and access • responsible conduct of gaming • responsible service of alcohol

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- workplace relations – Fair Work Australia.

Quality assurance schemes may include:

- accreditation schemes
- codes of conduct or ethics
- industry association membership
- occupational licences.

Ethical industry practices may relate to:

- agreed compliance with:
  - accreditation schemes
  - codes of conduct
  - preferred product arrangements
  - payment of commission
  - terms of payment
- confidentiality of customer information
- consumer protection:
  - provision of services as promoted
  - reasonable consumer pricing
  - truth and honesty in all information given to customers
- declaration of:
  - commissions
  - fees and other charges
  - gifts and services provided free of charge
  - tips
- maintaining the rights and lifestyle conditions of local community residents
- overbooking
- product recommendations
- professional behaviour when participating in familiarisations and industry events.

Technologies may involve:

- catering systems
- customer technologies:
  - applications for electronic devices and computers
  - online booking systems
- computer-aided despatch systems
- e-business
- food production systems
- industry:
  - online booking systems
  - reservations, operations and financial and tracking systems
- project management systems
- social media sites.

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Opportunities may include:

- discussions with experienced industry personnel
- networking with:
  - colleagues
  - suppliers
- participating in:
  - industry accreditation schemes
  - industry seminars
  - membership of professional industry associations
  - union membership
  - training courses.

Current issues and trends for the industry may relate to:

- emerging markets
- environmental, social and cultural impacts
- government initiatives
- industry expansion or retraction
- industry initiatives
- labour issues
- maintaining organisational and industry profitability by productivity and pricing flexibility
- shrinking markets.

Unit Sector(s)

Hospitality

Competency Field

Working in Industry

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SITHIND202 Use hospitality skills effectively

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHIND002A Apply hospitality skills in the workplace. Title updated to better reflect the intent and content of the unit. Unit broadened and can apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide effective hospitality service to customers during live service periods.

It requires the ability to integrate a range of individual technical skills while dealing with numerous sales, service or operational tasks simultaneously to meet the needs of multiple and diverse customers. It incorporates preparation, service and end of service tasks.

Application of the Unit

This unit applies to a range of hospitality industry settings including bars, hotels, cafes, restaurants, clubs, pubs and motels.

It applies to frontline operational service personnel who deal directly with customers on a daily basis. They work with very little independence and under close supervision, applying little discretion and judgement as they follow predefined organisational procedures and report discrepancies to a higher level staff member for action. They may work within any industry area including accommodation services, food and beverage, gaming operations and housekeeping.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for service.	1.1 Plan and organise tasks from ***organisational information***. 1.2 Discuss and confirm service requirements with supervisors. 1.3 Prepare work area, equipment and supplies according to procedures to meet service requirements.
2. Provide service.	2.1 Greet customers courteously and determine their requirements for ***products and services***. 2.2 Offer customer ***information*** and promote products and services according to organisational procedures. 2.3 Interact with customers using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery. 2.4 Resolve routine customer problems according to individual empowerment and organisational policy.
3. Complete operational tasks.	3.1 Follow work schedules and work cooperatively as part of the team to maximise efficiency. 3.2 Follow workplace safety and hygiene procedures. 3.3 Maintain the cleanliness and tidiness of work areas. 3.4 Use organisational procedures and technology to complete ***operational tasks***. 3.5 Identify problems and report operational issues as they arise.
4. Complete end of shift duties.	4.1 Follow ***end of shift procedures***. 4.2 Complete ***administration and reporting requirements***. 4.3 Provide customer feedback to relevant supervisors or managers.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss and confirm service requirements with supervisors
  - provide customer information and listen to and interpret customer requests
- literacy skills to read and comprehend procedures and work schedules
- numeracy skills to:
  - calculate time to complete operational tasks
  - service customers within expected timelines
- planning and organising skills to follow work schedules to maximise efficiency and work within timelines
- problem-solving skills to identify workplace problems and to refer to supervisors
- self-management skills to integrate all technical skills within the whole service period including preparation, service, and end of shift duties
- teamwork skills to work cooperatively as part of a team
- technology skills to use a variety of equipment for day-to-day work activities.

Required knowledge

- roles and responsibilities of different service team members
- organisational policies and procedures for:
  - administrative reporting
  - hygiene, health, safety and security
  - customer service
  - complaint handling
- full details of organisational products, services, facilities, current promotions, events and entertainment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • integrate technical skills and provide effective hospitality

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competency in this unit	service to customers for a minimum of 12 complete service periods (shifts) • interact with and positively respond to the diverse demands and requests of multiple customers throughout the service period • work with speed and efficiency to deal with numerous service and operational tasks simultaneously • identify issues and problems such as workplace time constraints, late arrivals, no-shows, walk-ins, refer to supervisors and participate in their resolution • work cooperatively as part of the service team and take limited responsibility for the service process, workflow and own work outcomes • integrate knowledge of relevant organisational policies and procedures.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a fully-operational hospitality environment with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
	  • real hospitality workplace
	  • hospitality industry environment operated within a training organisation that services customers e.g. a training restaurant for the food and beverage context
	• industry-realistic ratios of service staff to customers
	• products and services to be delivered to customers.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the individual providing integrated service according to established systems and procedures within an operational hospitality setting • evaluation of customer feedback about service including speed and timing • written or oral questions to assess knowledge of organisational products and services and procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	Since evidence must be completed across a minimum of 12 complete service periods (shifts), an integrated approach to assessing these units with other technical units required for a qualification is possible and expected.

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The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS201 Provide housekeeping services to guests
- SITHACS202 Prepare rooms for guests
- SITHACS204 Provide porter services
- SITHFAB202 Operate a bar
- SITHFAB206 Serve food and beverage
- SITHGAM202 Attend gaming machines
- SITHGAM203 Operate a TAB outlet
- SITXCCS202 Interact with customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational information may include:

- availability of products, services and specials
- beverage lists
- current promotions, events and entertainment
- details of expected business, including customer requirements and scheduling
- event or function running sheets
- job role and tasks to be performed
- local area and venue facilities
- menus
- policies
- procedures
- staff rosters
- verbal or written advice affecting job performance and service requirements.

Products and services may include:

- accommodation
- food
- beverage
- gaming
- housekeeping
- reception
- information
- portering.

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Information to customers may involve:	• current gaming promotions • customer loyalty programs • food menu options, choices and specials • gaming facilities • gymnasiums and health facilities • hotel facilities • in room services • laundry services • local area and venue facilities • lost and found services • membership benefits • prices of products and services • prize nights and special events • product knowledge of food, alcoholic and non-alcoholic beverages • raffles • room service • wine and cocktail drink list choices and specials.
Operational tasks may include:	• communicating orders to the kitchen • ordering stock • preparing rooms for guests • processing financial transactions • providing portering services • selling and preparing drinks • selling gaming tickets • serving food and beverage • taking orders.
End of shift procedures may include:	• cleaning procedures related to work areas and equipment • debriefing sessions, including quality service reviews • preparation for the next service period • restocking • safe storage of products, equipment and materials.
Administration and reporting requirements may include:	• completing financial transactions such as reconciling takings and or floats • completing incident, Work Health and Safety (WHS) or maintenance reports • completing work plans and schedules • handover.

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Unit Sector(s)

Hospitality

Competency Field

Working in Industry

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SITHIND301 Work effectively in hospitality service

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHIND003A Provide and coordinate hospitality service. Title updated to better reflect the intent and content of the unit. Unit broadened and can apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide effective hospitality service to customers during live service periods.

It requires the ability to integrate a range of individual technical skills while dealing with numerous sales, service or operational tasks simultaneously to meet the needs of multiple and diverse customers. It incorporates preparation, service and end of service tasks.

Application of the Unit

This unit applies to a range of hospitality industry settings including bars, hotels, cafes, restaurants, clubs, pubs and motels.

It applies to those frontline service personnel who deal directly with customers on a daily basis and who operate with some level of independence and under limited supervision. They may work within any industry area including accommodation services, food and beverage, gaming operations and housekeeping.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for service.	1.1 Plan and organise tasks from ***organisational information***. 1.2 Liaise with team members to confirm and inform others of service requirements. 1.3 Develop work schedules taking into consideration roles and responsibilities of other team members. 1.4 Prepare work area, equipment and supplies according to procedures to meet service requirements.
2. Provide service.	2.1 Provide quality customer service, using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery. 2.2 Offer ***information*** to customers on ***products and services***. 2.3 Assist customer choices that meet individual needs, special requests or cultural requirements. 2.4 Proactively promote, upsell and cross sell products and services according to organisational procedures. 2.5 Resolve complaints according to individual empowerment and use appropriate communication techniques to deal with conflict.
3. Complete operational tasks.	3.1 Follow work schedules and work cooperatively as part of the team to maximise efficiency. 3.2 Follow workplace safety and hygiene procedures. 3.3 Maintain the cleanliness and tidiness of work areas. 3.4 Use organisational procedures and technology for ***operational tasks***. 3.5 Identify and anticipate operational problems and take action to minimise the effect on customer satisfaction.
4. Complete end of shift duties.	4.1 Follow ***end of shift procedures***. 4.2 Complete ***administration and reporting requirements***.

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4.3 Participate in debriefing and handover sessions with colleagues and suggest service improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with other team members about service requirements
  - respond to customers with diverse needs and expectations
- critical thinking skills to review and evaluate products and services with colleagues
- initiative and enterprise skills to proactively promote, upsell and cross-sell products and services
- literacy skills to:
  - read and interpret procedures and work schedules
  - write simple work schedules for shifts
- numeracy skills to:
  - calculate time to complete operational tasks
  - service customers within expected timelines
- planning and organising skills to prioritise, sequence and monitor tasks and processes
- problem-solving skills to identify workplace and customer problems, determine solutions and take appropriate action to resolve
- self-management skills to integrate all technical skills within the whole service period including preparation, service, and end of shift duties
- teamwork skills to work cooperatively as part of a team and provide advice and support as required
- technology skills to use a variety of equipment for day-to-day work activities.

Required knowledge

- roles and responsibilities of different service team members
- organisational policies and procedures for:
  - administrative reporting
  - hygiene, health, safety and security
  - customer service
  - complaint handling
- full details of organisation products, services, facilities, current promotions, events and entertainment.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- integrate technical skills and provide quality hospitality service to customers for a minimum of 36 complete service periods (shifts)
- interact with and positively respond to the diverse demands and requests of multiple customers throughout the service period
- work with speed and efficiency to deal with numerous service and operational tasks simultaneously
- identify issues and problems such as workplace time constraints, late arrivals, no-shows, walk-ins, determine solutions and take appropriate action to resolve
- work cooperatively as part of the service team, monitor the service process and workflow and take responsibility for own work outcomes
- provide technical advice and support to other team members
- integrate knowledge of relevant organisational policies and procedures.

Context of and specific resources for assessment

event venues and sites operated within a training organisation

servicing customers within a training organisation

Assessment must ensure use of:

- a fully-operational hospitality environment with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real hospitality workplace
  - hospitality industry environment operated within a training organisation that services customers e.g. a training restaurant for the food and bevarge context
- industry-realistic ratios of service staff to customers
- products and services to be delivered to customers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual providing integrated service according to established systems and procedures within an operational hospitality setting

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- evaluation of customer feedback about service, including speed and timing
- written or oral questions to assess knowledge of organisational products and services and procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

Since evidence must be completed across a minimum of 36 complete service periods (shifts), an integrated approach to assessing these units with other technical units required for a qualification is possible and expected.

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHACS301 Provide valet service
- SITHACS303 Provide accommodation reception services
- SITHFAB303 Prepare and serve cocktails
- SITHFAB307 Provide table service of food and beverage
- SITHGAM302 Operate table games
- SITXCCS302 Provide club reception services
- SITXCCS303 Provide service to customers.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational information includes:

- availability of products, services and specials
- beverage lists
- current promotions, events and entertainment
- details of expected business, including customer requirements and scheduling
- event or function running sheets
- job role and tasks to be performed
- local area and venue facilities
- menus
- policies
- procedures
- staff rosters

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	• verbal or written advice affecting job performance and service requirements.
Information to customers may involve:	• current gaming promotions • customer loyalty programs • food menu options, choices and specials • gaming facilities • gymnasiums and health facilities • hotel facilities • in room services • laundry services • local area and venue facilities • lost and found services • membership benefits • prices of products and services • prize nights and special events • product knowledge of food, alcoholic and non-alcoholic beverages • raffles • room service • wine and cocktail drink list choices and specials.
Products and services may include:	• accommodation • food • beverage • gaming • housekeeping • reception • information • porterage.
Operational tasks may include:	• checking guests in and out • communicating orders to the kitchen • ordering stock • paying out gaming winnings • processing financial transactions • processing reservations • providing valet services • selling • taking orders.
End of shift procedures include:	• cleaning of work areas and equipment • debriefing including quality service reviews • preparation for the next service period • restocking • safe storage of products, equipment and supplies.

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Administration and reporting requirements may include:	• completing financial transactions such as reconciling takings and or floats • completing incident, work health and safety or maintenance reports • completing work plans and schedules • handover.

Unit Sector(s)

Hospitality

Competency Field

Working in Industry

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SITTIND201 Source and use information on the tourism and travel industry

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTIND001B Develop and update tourism industry knowledge. Title changed to better reflect the intent and content of the unit. Significant changes to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the tourism industry. Other legal knowledge, e.g. work health and safety is found in relevant units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the tourism and travel industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the tourism and travel industry. Tourism personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Application of the Unit

This unit applies to all tourism sectors and many people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge which supports product planning, marketing and strategic management activities. This is covered within other individual units.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source and use relevant industry information.	1.1 Identify ***sources of information*** on the structure and operation of the ***tourism industry***. 1.2 Access specific ***information*** of relevance to the tourism and travel industry to assist operational duties. 1.3 Obtain information on features of current and in trend tourism products and services relevant to job role. 1.4 Use knowledge of the tourism and travel industry and its products and services to ***enhance the quality of work performance***.
2. Source and use compliance information in daily activities.	2.1 Obtain information on laws specifically relevant to the tourism and travel industry and work compliantly. 2.2 Seek information on industry ***quality assurance schemes***. 2.3 Access information on career planning and equal employment opportunity law. 2.4 Conduct day to day tourism activities according to ***ethical industry practices***.
3. Source and use information on tourism technology.	3.1 Source and access information on current and emerging ***technologies*** that impact on operational duties. 3.2 Use information on technology to suggest new and improved workplace practices. 3.3 Use current and emerging technology in day to day work activities.
4. Update personal and organisational knowledge of the	4.1 Identify and use a range of ***opportunities*** to update knowledge of the tourism and travel industry. 4.2 Monitor ***current issues and trends*** for the industry.

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tourism industry. 4.3 Share updated information with colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to obtain information from:
  - experienced industry personnel
  - colleagues
  - suppliers
  - industry bodies
- initiative and enterprise skills to suggest:
  - new and improved ways of doing things using emerging technology
  - organisational benefits of participating in industry quality assurance schemes
- learning skills to continuously update knowledge of the tourism and travel industry
- literacy skills to:
  - read and comprehend the content of plain English information about laws, industry accreditation schemes and codes of conduct
  - research, sort and use tourism and travel industry information
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to complete daily operational activities while sourcing information required to support those
- problem-solving skills to recognise knowledge deficiencies and take action to seek information
- self-management skills to take responsibility for sourcing and updating current and emerging information
- teamwork skills to share updated information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- sources of information on the tourism and travel industry
- structure of the tourism and travel industry and its different sectors including:
  - functions
  - key characteristics
  - business relationships between sectors
- roles and general responsibilities for different jobs in the industry

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- general nature of allied and related industries including hospitality, meetings, incentives, conferences and events
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the organisation has a relationship
  - trade unions in the industry
  - local, regional, state and national tourism information service and marketing organisations
  - tourism research bodies
- basic aspects of tourism and travel industry quality assurance processes:
  - industry accreditation schemes
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and commonwealth laws specifically relevant to the tourism and travel industry and actions that must be adhered to by tourism organisations:
  - Criminal Code Act (1995) for child sex offences outside Australia
  - travel agents licensing acts
- for inbound tour operators and guides, basic aspects of and actions that must be adhered to by tourism organisations:
  - Queensland Tourism Services Act (2003) for the delivery of tourism products in Queensland
- basic aspects of Equal Employment Opportunity (EEO) law including rights of employees and responsibilities of employers to make merit based employment decisions
- current and emerging technology used in the tourism industry, including e-business and social media.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • source current tourism industry information and use this in day-to-day activities to maximise effective performance • demonstrate knowledge of the tourism industry, including main roles, functions and interrelationships

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of different sectors
- integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the tourism industry.

Context of and specific resources for assessment

Assessment must ensure use of:

- computers, printers, communication technology and information programs used to source industry information
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws specifically relevant to the tourism industry:
  - Criminal Code Act (1995) for child sex offences outside Australia
  - travel agents licensing acts
  - Queensland Tourism Services Act (2003).

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- exercises and project activities that allow assessment of the individual's ability to:
  - obtain current and accurate tourism industry information
  - research information to meet differing operational needs
- group projects that allow individuals to collectively source information on differing aspects of the tourism industry and present it in a portfolio
- direct observation of the individual delivering an oral presentation on the sourced information
- problem-solving exercises so the individual can identify new knowledge required to complete operational activities and source information to resolve the deficiency
- written and oral questioning to assess knowledge of:
  - different sectors of the tourism industry and their interrelationships
  - laws relevant to the tourism industry

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- industry codes of conduct
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL201 Operate an online information system
- SITXCOM101 Source and present information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- computer data, including the Internet
- discussions with experienced industry personnel
- industry:
  - accreditation operators
  - associations and organisations
  - developers of codes of conduct or ethics
  - journals
  - seminars
- networking with:
  - colleagues
  - suppliers
- plain English documents, issued by government regulators, that describe laws relevant to the tourism and travel industry
- libraries
- media
- personal observations and experience
- regional, state and national tourism offices
- reference books
- training courses
- unions.

The ***tourism industry*** involves a range of sectors and businesses

- accommodation
- attractions

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including:	• coordination:
	  • councils
	  • industry associations
	  • research bodies
	  • taskforces
	• cruise ships
	• guiding
	• information services and promotion:
	  • visitor information centres
	  • regional, state and national tourism offices
	• meetings, incentives, conventions and events
	• retail travel
	• tour operations
	• tour wholesaling:
	  • inbound tour operators
	  • outbound wholesalers
	• transport:
	  • coach
	  • regular public transport and charter airlines
	  • vehicle hire
	  • vessels.

Information of relevance to the tourism industry may include:	• career opportunities within the industry
	• different sectors and organisations within the industry, their relationships and the services available in each sector
	• different tourism markets and their relevance to industry sectors
	• economic and social significance of the tourism and travel industry, which may relate to:
	  • community role in tourism
	  • effect on local amenities and facilities
	  • employment
	  • population change due to tourism development
	• industrial relations and award provisions
	• major tourism and travel industry bodies and associations
	• quality assurance schemes
	• relationships between tourism and other industries, including:
	  • agriculture
	  • arts

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- conservation
- entertainment
- events
- hospitality
- retail
- science and research
- sports

- role of and impacts on local communities
- roles and general responsibilities for different jobs in the industry
- specific features of the local and regional industry.

To ***enhance the quality of work performance*** may involve:

- improving skills and productivity
- providing tourism products and services to meet current market trends and customer expectations
- providing quality tourism service
- suggesting new and improved ways of doing things
- working effectively with:
  - other sectors of the tourism and travel industry
  - suppliers
- working according to:
  - ethical industry practices to ensure smooth tourism operations
  - the law to avoid problems for self and the enterprise.

Laws may cover:

- business and occupational licensing
- child sex tourism
- EEO
- Queensland Tourism Services Act (2003)
- travel agents licensing
- workplace relations – Fair Work Australia.

Quality assurance schemes may include:

- accreditation schemes
- codes of conduct or ethics
- industry association membership
- occupational licences.

Ethical industry practices may relate to:

- agreed compliance with:
  - accreditation schemes
  - codes of conduct
  - preferred product arrangements
  - payment of commission
  - terms of payment
- confidentiality of customer information

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- consumer protection:
  - provision of services as promoted
  - reasonable consumer pricing
  - truth and honesty in all information given to customers
- declaration of:
  - commissions
  - fees and other charges
  - gifts and services provided free of charge
  - tips
- overbooking
- product recommendations
- professional behaviour when participating in familiarisations and industry events.

Technologies may involve:

- customer technologies:
  - applications for electronic devices and computers
  - automated airport check-ins
  - online booking systems
  - online check-ins
- Computer-Aided Design (CAD) systems
- e-business
- industry:
  - online booking systems
  - reservations, operations and financial and tracking systems
- project management systems
- social media sites.

Opportunities may include:

- discussions with experienced industry personnel
- networking with:
  - colleagues
  - suppliers
- participating in:
  - industry accreditation schemes
  - industry seminars
  - membership of professional industry associations
  - union membership
  - training courses.

Current issues and trends for the industry may relate to:

- emerging markets
- environmental, social and cultural impacts
- government initiatives

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- industry expansion or retraction
- industry initiatives
- labour issues
- maintaining organisational and industry profitability by productivity and pricing flexibility
- shrinking markets.

Unit Sector(s)

Tourism

Competency Field

Working in Industry - Tourism

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SITTIND202 Source and use information on the holiday park and resort industry

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N Replaces but is not equivalent to SITTIND202B Develop and update caravan industry knowledge. Title updated to better reflect the intent and content of the unit. Significant change to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the holiday park and resort industry. Other legal knowledge e.g. work health and safety is found in relevant units.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the holiday park and resort industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the holiday park and resort industry. Holiday park and resort personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Application of the Unit

This unit applies to the holiday park and resort sector and to many people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge which supports product planning, marketing and strategic management activities. This is covered within other individual units.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Source and use relevant industry information.	1.1 Identify ***sources of information*** on the structure and operation of the ***holiday park and resort industry***. 1.2 Access specific ***information*** of relevance to the holiday park and resort industry to assist operational duties. 1.3 Obtain information on features of current and in trend holiday park and resort products and services relevant to job role. 1.4 Use knowledge of the holiday park and resort industry to ***enhance the quality of work performance***.
2. Source and use compliance information in daily activities.	2.1 Obtain information on ***laws*** specifically relevant to the holiday park and resort industry and work compliantly. 2.2 Seek information on industry ***quality assurance schemes***. 2.3 Access information on career planning and equal employment opportunity law. 2.4 Conduct day to day holiday park and resort activities according to legal obligations and ***ethical industry practices***.
3. Source and use information on holiday park and resort technology.	3.1 Source and access information on current and emerging ***technologies*** that impact on operational duties. 3.2 Use information on technology to suggest new and improved workplace practices. 3.3 Use current and emerging technology in day to day work activities.
4. Update personal and organisational knowledge of the	4.1 Identify and use a range of ***opportunities*** to update knowledge of the holiday park and resort industry.

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holiday park and resort industry.	4.2 Monitor ***current issues of concern*** to the industry. 4.3 Share updated information with colleagues.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills including active listening and open and closed probe questioning to obtain information from:
  - experienced industry personnel
  - colleagues
  - suppliers
  - industry bodies
- initiative and enterprise skills to suggest:
  - new and improved practices using emerging technology
  - business benefits of participating in industry quality assurance schemes
- learning skills to continuously update knowledge of the holiday park and resort industry
- literacy skills to:
  - read and comprehend the content of plain English information about laws, industry accreditation schemes and codes of conduct
  - research, sort and use holiday park and resort industry information
  - write notes, summarise and record information in basic documents such as information sheets, portfolios and files
- planning and organising skills to complete daily operational activities while sourcing information required to support those
- problem-solving skills to recognise knowledge deficiencies and take action to seek information
- self-management skills to take responsibility for sourcing and updating current and emerging information
- teamwork skills to share updated information with colleagues
- technology skills to:
  - use a computer and keyboard
  - use online information systems to search for information.

Required knowledge

- sources of information on the holiday park and resort industry
- structure of the holiday park and resort industry and its different sectors including the business relationships between the following sectors:
  - holiday and resorts parks – types of accommodation, factors which contribute to the development of successful parks, holiday park and resort industry trends

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  - manufacturing – main manufacturers of recreational vehicles (RV); key types of recreational vehicles made in Australia, their key characteristics; current and emerging trends in RV products
  - service – key providers of specialised RV servicing; types of services offered; links with manufacturers, retailers and holiday parks and resorts
  - retailing – retailers in Australia; main RV retailers in the local area; types of after sales services offered
- roles and general responsibilities for different jobs in the industry
- general nature of and links to the wider tourism industry and types of organisations providing bookings including:
  - attractions
  - inbound tour operators
  - other local accommodation providers
  - retail travel agents
  - tour operators
  - visitor information centres
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the business has a relationship
  - trade unions in the industry
  - local, regional, state and national tourism information service and marketing organisations
- basic aspects of holiday park and resort industry quality assurance processes:
  - accreditation schemes
  - codes of conduct or ethics
  - industry rating schemes
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and local council laws and actions that must be adhered to by holiday park and resort operators:
  - local community protection including land ownership, management and access requirements that must be met by holiday park operators when delivering services and requirements to maintain the lifestyle of neighbouring residents
  - consumer protection including refund requirements that must be met by holiday parks, terms and conditions of quotations and cancellation fees
  - Equal Employment Opportunity (EEO) law including rights of employees and responsibilities of employers to make merit based employment decisions
- current and emerging technology used in holiday parks and resorts, including e-business and social media.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- source current holiday park and resort industry information and use this in to day-to-day activities to maximise effective performance
- demonstrate knowledge of the holiday park and resort industry, including main roles, functions and interrelationships of different sectors
- integrate knowledge of the basic aspects of laws:
  - local community protection
  - consumer protection
  - EEO.

Context of and specific resources for assessment

Assessment must ensure use of:

- computers, printers, communication technology, information programs to source industry information
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws:
  - local community protection
  - consumer protection
  - EEO.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- exercises and project activities that allow assessment of the individual's ability to:
  - obtain current and accurate holiday park and resort industry information
  - research information to meet differing operational needs
- group projects that allow individuals to collectively source information on differing aspects of the holiday

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	park and resort industry and present it in a portfolio
	• direct observation of the individual delivering an oral presentation on the sourced information
	• problem-solving exercises so the individual can identify new knowledge required to complete operational activities and source information to resolve the deficiency
	• written and oral questioning to assess knowledge of:
	  • different sectors of the holiday park and resort industry and their interrelationships
	  • laws relevant to the holiday park and resort industry
	  • industry codes of conduct
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITTTSL201 Operate an online information system • SITXCOM101 Source and present information.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:	• computer data, including the Internet
	• discussions with experienced industry personnel
	• industry:
	  • accreditation operators
	  • associations and organisations
	  • developers of codes of conduct or ethics
	  • journals
	  • rating scheme operators
	  • seminars
	• networking with:
	  • colleagues
	  • suppliers

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- plain English documents, issued by government regulators, that describe laws relevant to the holiday park and resort industry
- libraries
- media
- personal observations and experience
- regional, state and national tourism offices
- reference books
- training courses
- unions.

The ***holiday park and resort industry*** involves a range of sectors and businesses including:

- holiday parks and resorts
- RV:
  - accessories retailing
  - manufacturing
  - parts and components manufacturing and supply
  - retailing
  - servicing.

Information of relevance to the holiday park and resort industry may include:

- career opportunities within the industry
- different holiday park and resort markets and trends
- different sectors and businesses within the industry, their relationships and the services available in each sector
- industrial relations
- local economic and social significance of holiday park operations, which may relate to:
  - community role in tourism
  - employment
- major holiday park and resort industry associations
- quality assurance schemes and their application in metropolitan, regional and Australia-wide locations
- relationships between holiday park and resort operations and other industries, including:
  - conservation
  - entertainment
  - hospitality
  - horticulture
  - recreational vehicle manufacturers, retailers and service centres
  - sports
  - tourism
  - tourism information centres and tourism marketing bodies

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- role of and impacts on local communities
- roles and general responsibilities for different jobs in the industry
- social profiles of caravaners and campers
- specific features of the local and regional industry
- types of accommodation available in holiday parks and resorts.

To ***enhance the quality of work performance*** may involve:

- improving skills and productivity
- providing holiday park and resort products and services to meet current market trends and customer expectations
- providing quality holiday park and resort service
- suggesting new and improved ways of doing things
- working effectively with:
  - other sectors of the holiday park and resort industry
  - suppliers
- working according to:
  - ethical industry practices to ensure smooth holiday park and resort operations
  - the law to avoid problems for self and the organisation.

Laws may cover:

- business and occupational licensing
- EEO
- land ownership, management and access
- public liability and duty of care
- workplace relations – Fair Work Australia.

Quality assurance schemes may include:

- accreditation schemes
- codes of conduct or ethics
- industry rating schemes
- membership of industry associations
- occupational licences.

Ethical industry practices may relate to:

- agreed compliance with:
  - accreditation schemes
  - codes of conduct
  - industry rating schemes
  - preferred product arrangements
  - payment of commission
  - terms of payment
- confidentiality of customer information
- consumer protection:

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- provision of services as promoted
- reasonable consumer pricing
- truth and honesty in all information given to customers

- declaration of:
  - commissions
  - fees and other charges
  - gifts and services provided free of charge
  - tips
- maintaining the rights and lifestyle conditions of local community residents
- overbooking
- professional behaviour when participating in familiarisations and industry events.

Technologies may involve:

- catering systems
- customer technologies:
  - applications for electronic devices and computers
  - online booking systems
- computer-aided despatch systems
- e-business
- food production systems
- industry:
  - online booking systems
  - reservations, operations and financial and tracking systems
- project management systems
- social media sites.

Opportunities may include:

- discussions with experienced industry personnel
- networking with:
  - colleagues
  - suppliers
- participating in:
  - industry accreditation schemes
  - industry seminars
  - membership of professional industry associations
  - union membership
- training courses.

Current issues of concern to the industry may relate to:

- emerging markets
- environmental, social and cultural impacts

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- government initiatives
- holiday park and resort industry trends
- industry expansion or retraction
- industry initiatives
- labour issues
- maintaining organisational and industry profitability by productivity and pricing flexibility
- shrinking markets.

Unit Sector(s)

Tourism

Competency Field

Working in Industry - Tourism

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AHCIRG302A Install irrigation systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of installing pressurised irrigation systems and defines the standard required to: organise resources for installation work; set out and prepare site; install irrigation components; complete installation work, and commission irrigation systems; and communicate with work team members, supervisors, contractors and consultants.

Application of the Unit

Application of the unit	This unit is likely to be carried out under routine supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise resources for installation work	1.1. Materials, tools, equipment and machinery are selected according to the irrigation system design requirements and enterprise work procedures. 1.2. The construction site for the irrigation system and construction method is identified according to the site and irrigation system plans and enterprise work procedures. 1.3. Parts and equipment delivered to site are checked according to system drawings and specifications. 1.4. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturer specifications and enterprise work procedures. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor. 1.6. Suitable safety and personal protective equipment (PPE) are selected, used and maintained. 1.7. Water supply is checked to ensure that it is compatible with system specifications.
2. Set out and prepare site	2.1. Measurement and marking out of irrigation lines are consistent with the plan. 2.2. Trenches, where constructed, are at the specified depth without damage to services, facilities, features and established plants. 2.3. Equipment operation and work practices conform to enterprise and legislative OHS requirements. 2.4. Regulations and legislation relevant to the situation

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ELEMENT	PERFORMANCE CRITERIA
	are observed. 2.5. Work practices reflect sustainable horticulture principles and respond to local community requirements.
3. Install irrigation components	3.1. Plan is interpreted and, where applicable, contractors are supervised and work is monitored to conform to the plan. 3.2. Components are assembled and connected according to the plan, and joints are completed and tested according to manufacturer specifications. 3.3. Fittings and valves are fitted and adjusted to the requirements of the installation plan, and all joints are secured according to enterprise guidelines. 3.4. A clean and safe work area is maintained while installation work is carried out. 3.5. Tools appropriate to the task being undertaken are chosen and used according to guidelines and safe working practices are employed.
4. Complete installation work	4.1. Earthworks are finished off to plan specifications and enterprise work procedures. 4.2. The system configuration and capacity matches the installation plan. 4.3. The site is restored and waste material is removed from the site and disposed of in an environmentally aware and safe manner according to enterprise work procedures. 4.4. Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
5. Commission irrigation system	5.1. Start-up sequence is in accordance with operations manual. 5.2. System is flushed as required. 5.3. Operating faults are identified and corrective actions taken according to the operations manual. 5.4. Testing and monitoring equipment are calibrated to manufacturer specifications. 5.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe work procedures
- organise resources for installation work
- set out and prepare site
- install irrigation components
- complete installation work
- commission irrigation system
- implement and follow relevant enterprise OHS and environmental policies and procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- methods and techniques of irrigation
- components of an irrigation system
- characteristics and operation of joints, valves and sprinkler components
- operation of pumps and water flow rates
- behaviour of water on varying terrain and soil types
- soil water retention testing techniques
- water quality and water filtration techniques
- calculations for installing irrigation systems
- soil characteristics
- environmental impacts of installing irrigation systems
- enterprise OHS procedures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • organise resources for installation work • set out and prepare site • install irrigation components • complete installation work • commission irrigation systems and communicate with work team members, supervisors, contractors and consultants.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
System may include:	• irrigation systems, such as mains pressure, low pressure, below ground, above ground, spray systems, dripper and capillary systems.

Unit Sector(s)

Unit sector	Irrigation

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCIRG306A Troubleshoot irrigation systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of troubleshooting faults and blockages in irrigation systems and defines the standard required to: read and apply system specifications, technical manuals and supply/spare parts inventories; locate and identify faulty components and blockages; apply shutdown sequence and isolation procedures; remove faulty components from the system and install replacements; clear blockages or replace blocked sections; and return isolated or shutdown components to service.

Application of the Unit

Application of the unit	This unit applies to workers on irrigation farms or to irrigation contractors. The work is likely to be carried out under routine supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Locate and identify faulty components and blockages	1.1. Irrigation system and component function is determined by reference to system specifications and technical manuals. 1.2. Monitoring and maintenance records are checked and reviewed. 1.3. Operational tests are carried out according to system specifications, technical manuals and Occupational Health and Safety (OHS) requirements. 1.4. Faulty components and blockages are identified and documented according to enterprise policy and procedures.
2. Shut down/isolate component	2.1. Shut own sequence and isolation procedures are applied as required according to system specifications and technical manuals. 2.2. Safe shutdown or isolation is verified. 2.3. Safety/security lock off devices and signage is installed according to enterprise policy and procedures.
3. Replace faulty components and clear blockages	3.1. Access to faulty components and blockages is arranged. 3.2. Faulty components are removed from the system, according to system specifications and technical manuals, and repaired or disposed of in an environmentally responsible way. 3.3. Replaceable components are selected from

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ELEMENT	PERFORMANCE CRITERIA
	manufacturer catalogues and procured using enterprise procedures. 3.4. Replacement components are installed to meet system specifications according to technical manuals. 3.5. Replace faulty components and clear blockages are carried out without unnecessary damage to surrounding site and structures. 3.6. Blockages are cleared or blocked sections replaced according to enterprise procedures.
4. Return system to normal operating status	4.1. Isolated or shutdown components are returned to service. 4.2. Operational tests are carried out according to system specifications, technical manuals and OHS requirements. 4.3. System is returned to normal operational set-up. 4.4. Repair activities are reported and recorded according to enterprise policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify adverse environmental impacts of irrigation activities and appropriate remedial action • operate, maintain and repair irrigation systems • shut down and isolate components • replace components • carry out operational tests • implement and follow relevant enterprise OHS and environmental policies and procedures • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required

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REQUIRED SKILLS AND KNOWLEDGE
• use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• identification, characteristics and operation of replaceable components of irrigation systems • system malfunctions and their likely causes • environmental impacts of irrigation, using water from any ground or underground source • purchasing procedures • isolation procedures • enterprise policies and procedures • irrigation, OHS and environmental guidelines.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • read and apply system specifications, technical manuals and supply/spare parts inventories • locate and identify faulty components and blockages • apply shutdown sequence and isolation procedures • remove faulty components from the system and install replacements • clear blockages or replace blocked sections • return isolated or shutdown components to service.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
System may include:	• pressurised irrigation systems, such as micro-irrigation, spray irrigation or gravity-fed irrigation systems.

Unit Sector(s)

Unit sector	Irrigation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSC202A Construct low-profile timber or modular retaining walls

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of constructing low-profile timber or modular retaining walls and defines the standard required to: plan and prepare for construction; mark out the site and assemble materials; construct footings and place reinforcing; carry out wall construction; clear up the site and dispose of waste.

Application of the Unit

Application of the unit	This unit applies to the process of constructing low profile timber or modular retaining walls in landscape settings and involves working under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1. Personal Protective Equipment (PPE) and clothing is selected, used and maintained. 1.2. Work instructions relating to constructing the retaining wall are interpreted and confirmed with the supervisor. 1.3. Tools and equipment are prepared and used according to the supervisor's instructions. 1.4. Manual handling and other Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor. 1.5. Services are located according to site and construction 1.6. The quantity and quality of materials are checked to ensure they conform to the requirements of the job plans.
2. Mark out site for retaining wall	2.1. The position of the retaining wall is marked out according to site and construction plans. 2.2. The location and depth of excavations are determined from site and construction plans. 2.3. Profiles are established to conform to the tolerances designated by the supervisor and/or site and construction plans. 2.4. Survey benchmarks are established.
3. Prepare footings according to industry	3.1. Foundations for the retaining wall are excavated to depth and dimensions according industry standards.

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ELEMENT	PERFORMANCE CRITERIA
standards	3.2. Soil and waste material are removed and stockpiled to ensure a safe working area. 3.3. Reinforcing and/or steps in the excavated site are located and positioned according to industry standards. 3.4. Pegs or levels are positioned to maintain even depth and horizontal plane to the top of footings. 3.5. Footings are placed, consolidated and finished to determined levels, to ensure coverage of reinforcement as necessary and according to industry standards.
4. Prepare and install retaining wall components	4.1. Components for installation are prepared and laid out. 4.2. Components to be cut are marked out to length and/or shape and cut accurately to the requirements of profiles already established. 4.3. Drainage media is installed according to supervisor's instructions. 4.4. Base layer of retaining wall is constructed to a point above the top of the drainage media and weep holes are formed where indicated. 4.5. Fill material is back-filled and compacted behind base of retaining wall. 4.6. Retaining wall components are constructed to dimensions, profiles and levels as outlined in the specified site and construction plans and/or according to supervisor's instructions. 4.7. Capping to top of retaining wall is set to specified levels with a tolerance appropriate to the style of capping.
5. Clean up site and store tools and equipment	5.1. Soil and waste material from the site is disposed of or recycled to minimise damage to the environment. 5.2. Unused construction materials are stored and stacked for future re-use according to supervisors instructions. 5.3. All tools and equipment are cleaned and stored according to supervisors instructions.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• read and interpret site and construction plans • calculate the amount of materials required and accurately mark out the area to be retained • sort soil and waste material from the excavation site in an environmentally aware and sensitive manner, such as sorting it into organic, inorganic and recyclable piles • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• different construction materials for retaining walls • construction approaches and methods • OHS responsibilities of employees • safe lifting practices for carrying large and heavy components • the environmental impact of soil disturbance when excavating an area to be retained and the environmental effects of altering water flow when installing retaining walls, with or without drainage media • methods of disposing of soil and waste materials in order to minimise damage to the environment • Building Code of Australia relating to constructing retaining walls.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • plan and prepare for construction • mark out the site and assemble materials • construct footings and place reinforcing • carry out wall construction • clear up the site and dispose of waste.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Retaining walls may include:	• all types of low [<900mm] retaining walls using timber and modular concrete units.

Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCLSC204A Lay paving

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of laying modular paving and defines the standard required to: set out the paving area; prepare the ground; lay bedding material; lay pavers to the specified pattern; clean up the site and dispose of waste.

Application of the Unit

Application of the unit	This unit applies to the process of laying modular paving in landscape projects and involves working under routine supervision with intermittent checking.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for paving work	1.1. Required workplace information is interpreted and confirmed with supervisor. 1.2. Tools and equipment are prepared and used according to supervisor's instructions. 1.3. The quantity and quality of materials are checked to ensure they conform to the requirements of the job. 1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor. 1.5. Personal Protective Equipment (PPE) and clothing is selected, used and maintained.
2. Set out and prepare paving area	2.1. The area to be paved is marked out according to the site plan. 2.2. The marked out area is checked with the supervisor for compliance with the site plan and OHS requirements, and adjusted where necessary. 2.3. The reduced levels of the proposed paving area are calculated and pegged from the survey benchmark using the rise and fall method in a closed level run.
3. Undertake ground preparation	3.1. The area is excavated to shape, depth and dimensions to sub base level according to minimal industry standards. 3.2. The sub base is trimmed to the designated level and falls to ensure that the final level of paving can be achieved. 3.3. Drainage systems are constructed as necessary according to the site plan.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Base material is placed and compacted to the required finished level according to minimal industry standards.
4. Lay bedding material	4.1. Bedding material is spread loosely over the area to ensure the designated bedding depth can be attained according to minimal industry standards. 4.2. Screed rails are established to ensure the bedding course is maintained. 4.3. Bedding material is levelled to the designated level and falls and in accordance with minimum industry standards.
5. Lay pavers to a given pattern	5.1. Grid string lines are set to required levels to ensure the designated pattern of the project is attained, and to maintain straight lines of components. 5.2. Pavers are set out to the required dimensions and pattern according to the site plan. 5.3. Whole pavers are laid and compacted to the established finish level. 5.4. Pavers are marked, cut and fitted to accurately fill gaps in the pattern within tolerances nominated within the site plan. 5.5. Permanent edge constraints are installed to prevent movement of pavers.
6. Clean site and store tools and equipment	6.1. Paving is swept thoroughly to produce a clean and flat surface free of debris. 6.2. Sand is spread evenly of the paved area and compacted to the finished level. 6.3. Soil and waste material from the site is disposed of or recycled to ensure minimal impact on the environment. 6.4. All tools and equipment are cleaned and stored according to supervisors instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• read, interpret and apply information from a site plan that is to scale • calculate the amount of materials required, prepare the paving site, and follow a designated pattern • install modular pavers • sort soil and waste material from the excavation site in an environmentally aware and sensitive manner, such as sorting it into organic, inorganic, and recyclable piles • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• OHS responsibilities of employees • OHS regulations regarding the erection of signs and barriers around the area to be paved • the environmental impact of soil disturbance when preparing to pave, and the environmental effects of altering water flow when installing new drainage systems • methods of disposing of soil and waste materials in order to minimise damage to the environment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include

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EVIDENCE GUIDE	
	achievement of the following: • set out the paving area • prepare the ground • lay bedding material • lay pavers to the specified pattern • clean up the site and dispose of waste.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Paving may include:	• clay or brick paving bricks.
Permanent edge constraints may include:	• concrete, timber or steel constraints

Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCLSC301A Set out site for construction works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of setting out a site for construction works in accordance with site plans and specifications and defines the standard required to: interpret site plans and specifications; locate and mark out position of construction works; establish datum point and survey benchmarks on site; and take and verify site levels.

Application of the Unit

Application of the unit	This unit applies to the setting out of a site for construction work in accordance with site plans and specifications. These tasks may be done in advance of proposed works or in conjunction with construction works already being carried out.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret site plans and specifications	1.1. The various components of the site plan and specifications are identified. 1.2. Site plan and specifications are compared with other available plans to ensure accuracy of information. 1.3. Equipment required for the setting out of construction works is determined from the site plan and specifications. 1.4. Environmental impact of proposed construction works is considered in the interpretation of site plans. 1.5. Occupational Health and Safety (OHS) hazards associated with the setting out of construction works are assessed for potential risks, and controls implemented accordingly.
2. Locate and mark out position of construction works	2.1. Existing site features are located from the site plan. 2.2. Position of proposed construction works is located from the site plan. 2.3. Scale measurements of lines, shapes, angles and dimensions are transferred from the site plan to site. 2.4. The shape of proposed construction works is marked out on site according to the site plan and specifications.
3. Establish datum point and survey benchmarks on site	3.1. Datum point is established to ensure all existing and proposed construction works can be linked by survey equipment. 3.2. Survey benchmarks are selected and established on positions/structures on site according to site plan and specifications.

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ELEMENT	PERFORMANCE CRITERIA
4. Take and verify site levels	4.1. Levelling equipment is set up and checked for accuracy of readings. 4.2. Instruments, which are out of specification, are adjusted accordingly. 4.3. Levels are taken, verified and recorded in accordance with established datum point and survey benchmarks. 4.4. Levelling equipment is cleaned, maintained and stored according to manufacturer instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- implement mathematical and geometrical principles when locating and marking out a site for construction works
- use a range of surveyors instruments
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- interpretation of symbols and use of a legend on site plans and specifications, particularly in relation to benchmarks and the location of existing features
- understanding of compass directions and how to locate North from a site plan
- an awareness of other plans that may be referred to when setting out a site for construction works
- an awareness of common levelling and surveying terms
- environmental awareness associated with the preparation for construction works to ensure that the impact on the environment is minimal when works are implemented
- OHS hazards associated with setting out a site for construction works.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • interpret site plans and specifications • locate and mark out position of construction works • establish datum point and survey benchmarks on site • take and verify site levels.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Set out may include:	• the range of site plans and specifications, measuring and surveying equipment.

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Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSC302A Construct landscape features using concrete

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of constructing concrete structures and features and defines the standard required to: interpret site plans and specifications; set out and prepare a site for receival of concrete, pour, set and finish concrete; check quality of work and clean up site.

Application of the Unit

Application of the unit	This unit applies to the construction of concrete structures and features as a component of landscape project works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1. Plans and specifications are interpreted and clarified with the supervisor. 1.2. The quantity and quality of materials are checked to ensure they conform to design drawings and specifications. 1.3. Tools and equipment are selected and checked for serviceability according to enterprise guidelines. 1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented. 1.5. Environmental implications of constructing concrete structures are identified and reported to the supervisor.
2. Set out and prepare the site	2.1. Services are determined and located from site plans. 2.2. The position of the structure or feature is marked out according to design drawings and specifications. 2.3. Profiles are established to conform to the tolerances nominated within the design drawings and specifications. 2.4. Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete. 2.5. Drainage systems are installed according to design drawings and specifications. 2.6. Form work is installed to the site in a manner that will ensure it remains rigid during concrete pouring operations. 2.7. Sub-base material is placed and compacted to the required finished levels. 2.8. Preparation of the site is completed according to the type of structure or feature to be constructed.
3. Mix and pour	3.1. Proportions for concrete mix are determined

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ELEMENT	PERFORMANCE CRITERIA
concrete	according to the strength requirements of the project. 3.2. Volume of dry materials necessary to produce final concrete mix is determined. 3.3. All dry ingredients and required additives are mixed together to ensure a thorough blending of all materials is achieved. 3.4. Sufficient water is introduced to produce a concrete mix to the required consistency. 3.5. Concrete mix samples are taken for testing, if required, to check for conformity to specifications. 3.6. Concrete is poured to designated levels in a manner to avoid segregation of materials. 3.7. Concrete is consolidated using an approved vibration method to industry standard (AS3600) to ensure air pockets are eliminated.
4. Finish concrete	4.1. Concrete is screeded to a flat surface to maintain the desired finished level. 4.2. Surface is trowelled according to design drawings and specifications. 4.3. A Concrete is finished off according to design drawings and specifications.
5. Check quality of work and clean up site	5.1. Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications. 5.2. Form work is removed and cleaned in a manner which will allow for re-use of the form work. 5.3. All debris is removed and disposed of in a manner that minimises risk to the environment. 5.4. All tools and equipment are cleaned and stored according to enterprise guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• measure and construct profiles using mathematical techniques

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REQUIRED SKILLS AND KNOWLEDGE
• establish levels using levelling equipment • undertake and interpret tests performed on a concrete mix • place, consolidate and finish concrete • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• MPA testing theory and what effects MPA specifications in a concrete mix • the comparative environmental implications associated with soil removal and the establishment of drainage systems • industry standards in relation to reinforcing and consolidating concrete. • sub-base and sub-grade materials and preparation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • interpret site plans and specifications • set out and prepare a site for receival of concrete • pour, set and finish concrete • check quality of work and clean up site.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Features may include:	• structures including paths, driveways, edgings, footings, floors, steps, walls, fences, pool surrounds, entertaining areas and ornamental garden elements.

Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPGD203A Prune shrubs and small trees

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of pruning shrubs and small trees and defines the standard required to: confirm the pruning method; prepare tools and equipment; and prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required.

Application of the Unit

Application of the unit	This unit applies to the process of pruning shrubs and small trees while working from the ground.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify pruning requirements	1.1. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor. 1.2. Personal protective equipment (PPE) is used according to procedures. 1.3. Pruning tools and equipment are appropriate to the location, access and size of material to be pruned. 1.4. Plants that require pruning are identified according to the pruning program and directions. 1.5. Pruning method to be used is confirmed by the supervisor.
2. Undertake pruning of shrubs and small trees	2.1. Pre-operational and safety checks are carried out on pruning tools and equipment according to manufacturer specifications and documented low risk work procedures. 2.2. Machinery, equipment and tools are operated according to documented low risk work procedures. 2.3. Pruning cuts are implemented according to directions and AS 4373 Pruning of amenity trees. 2.4. Correct manual handling techniques are used when lifting or moving heavy loads. 2.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• recognise plants, shrubs and trees • operate tools • adjust fuel levels • use appropriate tools, equipment and safety equipment • identify and report site and tree hazards • participate in teams and contribute to team objectives • minimise environmental disturbance • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• principles of pruning • effects of pruning on plant growth and habit • plant health principles (e.g. CODIT) relevant to pruning • AS 4373 Pruning of amenity trees • plant names and growth habits • basic botany and physiology • correct and safe use and care of tools and equipment • understanding of work procedures • the effect of outdoor climatic conditions on pruning programs and tool selection • awareness of potential public nature of pruning work • use of hygienic practices.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • confirm the pruning method • prepare tools and equipment • prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Small trees may include:	• trees less than three metres in height.
Pruning may include:	• modifying the shape, form, vigour, correction or control of growth • prevention of disease or damage • promotion of health • modifying the canopy and fruit and flower production • providing ornamental effects or aesthetic appeal • providing clearance for services, access or cultural practices.

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Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPGD302A Plan and maintain plant displays

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of planning and establishing plant displays either indoors or as seasonal displays of annual and perennial plants in garden beds and defines the standard required to: select suitable plants for plant display purposes; prepare plans for a plant display; plant or arrange plants for a plant display; maintain a plant display.

Application of the Unit

Application of the unit	This unit applies to the planning and establishment of plant displays. This standard is applied using established routines, methods and procedures and is likely to be undertaken without supervision. Responsibility for the work of others installing and maintaining the displays may be required. Discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare plans for plant displays	1.1. Display site is inspected for aesthetic, environmental and physical attributes. 1.2. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented. 1.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 1.4. Location and projected life of display are identified on the display plan. 1.5. Plant types suitable for aesthetic effects, environmental and physical attributes are identified on the display plan. 1.6. Actions, timelines and work organisation are identified on the display plan in consultation with the supervisor or manager. 1.7. Availability of plants, materials and services for preparing the display are confirmed. 1.8. Materials, tools, equipment and machinery are selected according to the display plan and enterprise work procedures.
2. Select plants	2.1. Plants selected are healthy and vigorous and comply with enterprise specifications for quality. 2.2. Number and size of plants are selected according to the display plan. 2.3. Plants selected display the ability to survive in the

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ELEMENT	PERFORMANCE CRITERIA
	display position for the length of the display.
3. Place plants	3.1. Plants are placed in a pattern specified by the plan. 3.2. Accessories and materials are chosen as specified in the plan. 3.3. Work is undertaken according to OHS requirements.
4. Maintain plants	4.1. Health of the plants is monitored to ensure retain optimum appearance. 4.2. Plants are fertilised and watered to maintain optimum health and appearance. 4.3. Plants are replaced when no longer at optimum health and appearance. 4.4. Rubbish, litter and decaying material are removed from plants, pots and surrounds to maintain optimum appearance of display.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communicate with work team members, supervisors, suppliers and customers
- prepare design plans and specifications
- calculate number of plants and materials
- determine spatial measurements of display site
- co-ordinate own activities sequentially
- effectively complete plant display in a timely manner
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- aim and purpose of building plant displays
- design principles for plant displays
- features and characteristics of a range of plants used for display purposes

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REQUIRED SKILLS AND KNOWLEDGE
• growing requirements of a range of common plants used in plant displays • common problems occurring with display plants • remedial action required for display plants displaying health problems.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select suitable plants for plant display purposes • prepare plans for a plant display • plant or arrange plants for a plant display • maintain a plant display.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Plant displays may include:	• displays for functions • annual bedding displays • herbaceous perennial displays

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RANGE STATEMENT	
	• indoor presentations.

Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for meetings	1.1. Develop ***agenda*** in line with stated ***meeting purpose*** 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting

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ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and ***store minutes*** and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • formats for minutes and agendas • group dynamics • meeting terminology, structures, arrangements and responsibilities of chairperson • organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying conventions and procedures for formal and informal meetings • chairing meetings in relation to agreed agendas.
Context of and specific resources for assessment	Assessment must ensure: • access to reference material in regard to meeting venues, catering, transport suppliers • access to names and contacts for meeting participants • access to office supplies and equipment • access to computers and relevant software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Agendas may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Meeting purpose may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

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RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and

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RANGE STATEMENT	
	associations • requirements for public meetings
Resolution may include:	• agreeing on a course of action • deferring decisions to another meeting
Storage of minutes and other documentation may include:	• authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Minutes may include:	• meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBCMM201A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or ***equipment*** to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in ***verbal communication*** 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with ***organisational requirements***
2. Complete workplace documentation and correspondence	2.1. Present ***written information*** and ideas in clear and concise language to ensure the intended meaning of ***correspondence*** is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational ***standards*** of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all

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ELEMENT	PERFORMANCE CRITERIA
individual differences	verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify work requirements, and to understand and process basic workplace documentation
- organisational skills to plan work priorities and arrangements
- technology skills to select and use technology appropriate to communication tasks.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using communication methods appropriate to the audience • producing clear, concise and correct written communication • providing prompt responses to requests for information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents, including policies and procedures relating to communication.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of written information and ideas • demonstration of techniques • observation of presentations • review of correspondence and completed workplace forms and documentation • assessment of presentation of written information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other generaladministration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Communication ***equipment*** may include:	• facsimile machines • information technology components including hardware, software and communication packages • keyboard equipment including mouse, touchpad, keyboard • network systems • pens, pencils • telephones
Verbal communication may include:	• answering enquiries from clients • answering telephone calls • informal discussions • requests from colleagues • use of voice mail
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
Written information may include:	• briefing notes • electronic mail • facsimiles • general correspondence • handwritten and printed materials • internal memos • telephone messages

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RANGE STATEMENT	
Correspondence may include:	• emails • memorandums • messages • proformas • standard/form letters
Standards may include:	• Australian Standards • legislation • organisational policies and procedures • specified work standards • standards set by workgroup

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCRT101A Apply critical thinking techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use fundamental critical thinking skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all individuals who need the capacity to think critically and apply that thinking to a range of situations and challenges. It is relevant to all work and life situations, and focuses on the conscious development of skills to ask essential questions and to consider answers to those questions. 'A mind with no questions is a mind that is not intellectually alive. No questions (asked) equals no understanding (achieved).' Foundation for Critical Thinking

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Examine the value of curiosity and questioning	1.1. Appraise the ***value of curiosity and questioning*** in both work and life situations 1.2. Consider how ***different types of questions*** and styles of questioning apply in diverse situations
2. Develop the habit of asking questions and wondering why	2.1. Reflect on and wonder about issues and situations 2.2. Ask ***questions of self*** to challenge and expand individual thinking 2.3. Ask ***questions of others*** in a constructive way to seek broader knowledge and understanding 2.4. Identify ***situations when too much wondering and questioning may be inappropriate or ineffective*** 2.5. Assess the best ways to structure questions for different situations
3. Contribute to answers as well as questions	3.1. Take ***responsibility for answering questions*** as well as for asking them 3.2. From many possible questions, determine the ***key***

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ELEMENT	PERFORMANCE CRITERIA
	question to be answered 3.3. Identify and access ***information needed to answer the question*** 3.4. Sort the facts from ***other information*** in developing a response 3.5. Check own ***preconceptions and assumptions*** and determine their validity 3.6. Reach a well-considered conclusion or answer, without ruling out more questions or further exploration 3.7. Use conclusions and answers in positive, practical and timely ways

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to actively listen and to ask questions of others in a constructive way
- critical thinking and problem-solving skills to formulate and ask relevant questions, and come up with appropriate answers
- comprehension skills to interpret and distil key information of relevance to a given situation.

Required knowledge

- different types of questions and their relevance to different situations
- techniques to assist in forming the habit of asking questions and taking responsibility for answers
- typical blockers to the critical thinking process
- why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of a conscious process of questioning to achieve new understandings • knowledge and understanding of how critical thinking and questioning impacts on individual lives, the broader community and work situations.
Context of and specific resources for assessment	Assessment must ensure: • interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of a candidate blog exploring different ideas and questions • review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a particular life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts • evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives • observation of the candidate participating in a group problem-solving session • oral or written questioning to assess knowledge of typical blockers to the critical thinking process.
Guidance information for assessment	Critical thinking always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the critical thinking skills as described in this

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EVIDENCE GUIDE	
	unit.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Value of curiosity and questioning might relate to:	• developing a more efficient way of doing something • developing a new idea • developing and improving products and services • enhancing skills and career opportunities • enhancing the physical environment • financial benefit • greater personal satisfaction • improving interpersonal relationships
Different types of questions may include questions about:	• accuracy • breadth • clarity • depth • emotion • fairness • logic • meaning • precision • relevance • significance • social engagement • society • style • taste
Questions of self may include:	• am I being distracted by irrelevant information?

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RANGE STATEMENT	
	• are claims warranted? • are there any unstated assumptions? • could I do this differently or better? • do I have any ideas to share about this? • have I seen something that may have application here? • how can I do that? • how can I fix this? • how long will that take? • if they are doing that, could I? • is this a reliable source? • is this relevant to me? • was I fair? • what are the real facts of this situation?
Questions of others may include:	• do we have a budget? • how did you come up with that? • how do you feel about that? • how does that work? • what does it mean? • why do you want me to do it like that? • why do we do it like that? • why is it so?
Situations when too much wondering or questioning may be inappropriate or ineffective may relate to:	• contractual agreements • extreme time pressure or non-negotiable deadlines • financial limitations • procedures determined by laws or other regulations • safety issues • when others are totally closed to new ideas
Responsibility for answering questions may involve:	• acknowledging shared responsibility • adopting a positive 'can do' attitude • following up on practical details • pro-actively seeking information • suggesting a new approach • talking to others about possible answers
Key question to be answered may be determined by:	• constraints of the broader context and environment • overall goal - what needs to be achieved • personal hopes and expectations

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RANGE STATEMENT	
Information needed to answer the question may be:	• accessed by observing people • already inside own head • in journals, books or other printed materials • in workplace documents • in a hardware store • on the internet • with colleagues • with friends or family
Other information may be:	• opinions • own assumptions or those of others • personal prejudice • spin or public relations
Preconceptions and assumptions may relate to:	• assumptions about the way others are thinking • established ways of doing things • existing ideas, products and services • risk aversion • self-imposed limitations on what is possible

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

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BSBCRT301A Develop and extend critical and creative thinking skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop the habit of thinking in a more creative way. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who need to develop and extend their critical and creative thinking skills. Creative thinking involves looking at things differently, musing, testing, experimenting and challenging existing thought patterns. Creative thinking can take place anywhere - at home, at work, lying in bed at night, in the shower or on the bus. It can be applied to any type of issue or situation. When used effectively it can assist with the improvement of existing, or the development of entirely new or innovative services, products or processes. Sometimes creative thinking may pay off in a seemingly unconnected way at a future time and in an apparently unrelated context. Creative thinking can be learnt and applied through thoughtful application of skills related to observation, analysis, reflection, problem solving, evaluation and critical appraisal. Effective use of creative thinking skills opens up new opportunities for individuals, businesses and communities.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop a questioning mindset	1.1. Develop the habit of asking ***questions*** from ***different perspectives*** 1.2. Take responsibility for exploring a variety of information sources to provide relevant answers to own questions 1.3. Sort through information and ideas to identify the central questions, issues and challenges 1.4. Challenge preconceptions and assumptions to determine actual constraints in defining a problem for resolution

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ELEMENT	PERFORMANCE CRITERIA
2. Generate ideas and responses	2.1. Explore and use a range of ***creative thinking techniques*** to generate ideas and responses 2.2. Muse on, play around with and have fun with ideas in relation to a perceived objective 2.3. Identify and challenge ***blockers to creative thinking*** 2.4. Consider and explore realities beyond the current situation 2.5. Evaluate, and where appropriate, challenge ***existing boundaries*** to determine perceived or actual constraints 2.6. Show willingness to take ***risks with ideas and thought processes*** 2.7. Look around in ***familiar and unfamiliar places*** for new inspiration and habitually record observations, experiences, ideas and reflective thoughts to broaden personal knowledge base 2.8. Acknowledge and accept the opportunity for revelation when least expected 2.9. Identify connections and associations from things that seem unconnected
3. Challenge, test and re invent ideas	3.1. Identify, interrogate and challenge the assumptions behind ideas 3.2. Experiment with variations, and explore and challenge a range of different solutions and ideas 3.3. Consciously change perspectives, and evaluate ideas and situations in new ways 3.4. Where appropriate, involve others in ideas and how they might change or be improved
4. Enhance creative thinking skills	4.1. Consciously challenge and question own thought patterns and ways of responding to work and life situations 4.2. Identify and take opportunities to self-assess and to learn about new ideas and different ways of thinking 4.3. Take opportunities to practise and experiment with creative thinking techniques across work and life situations 4.4. Pro-actively talk to others about ways that new ideas and patterns of thinking can be encouraged and developed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creative thinking skills to participate effectively and actively in a range of creative thinking activities • literacy skills to explore and analyse information dealing with potentially complex concepts from a wide range of sources • problem-solving skills to tease out central themes and issues, and to respond with a range of ideas and solutions • reflective learning and self-management skills to question and challenge own skills and practice, to identify and access learning opportunities, and to be prepared to learn new things in unfamiliar areas.
Required knowledge
• common blockers to creative thinking, both from an individual and organisational perspective • definitions, concepts and history of creativity at an overview level • different creative thinking techniques and how they work, including daydreaming and mental wandering, wishful thinking, use of metaphors and analogies, trigger words, morphological analysis, brainstorming visualisation, mind mapping, lateral thinking games, Edward de Bono's six thinking hats, making associations and storytelling • how creativity applies everywhere, not just in traditionally 'creative' contexts • impacts of creative thinking on individuals, communities and businesses • techniques for filtering to process diverse information • ways of extending and developing individual creative thinking skills.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • active participation in a range of creative thinking

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EVIDENCE GUIDE	
competency in this unit	activities, including ability to ask relevant questions and to generate a range of ideas in response to a given situation or issue • understanding of creativity and creative thinking at a basic level, including its impact and importance for individuals, communities and businesses • knowledge and application of different creative thinking techniques and processes to a range of situations.
Context of and specific resources for assessment	Assessment must ensure: • interactions with challenges, situations and scenarios to which creative thinking may be applied (usually this would involve interactions with others to reflect the nature of the creative thinking process).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in collaborative creative thinking activities • evaluation of ideas generated by the candidate (with or without others) and of the processes used to generate and test those ideas • evaluation of a presentation made by the candidate articulating the process of developing ideas or pieces of work, plus evaluation of candidate debating and discussing ideas with others • evaluation of a (non-computerised) game developed by the candidate, played with others, challenged and re-invented • oral or written questioning to assess knowledge of creative thinking techniques, concepts and definitions of creativity.
Guidance information for assessment	Creative thinking always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the creative thinking skills as described in this unit.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Questions may include:	• are there any boundaries I need to consider? • are there new ideas we can bring to this situation? • how could I solve this problem? • is there a different way of doing this? • what am I or others trying to do? • what do I need to do to make this better? • what extra information do I need? • what is missing? • what is required? • who do I need to talk to about this? • why is this so?
Different perspectives may be those of:	• clients or customers • family members • friends • funding bodies • general public • history • organising committees • regulatory authorities • self • specialists or experts • supervisors or managers • work colleagues

Creative thinking techniques may include:	• brainstorming:
	  • stop and go
	  • sequencing
	  • buzz session
	  • bulletin board
	  • computer-aided

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RANGE STATEMENT	

	• daydreaming and mental wandering
	• Edward de Bono's six thinking hats
	• ego alter or heroes
	• graphic organisers:
	  • visual maps
	  • webbing
	  • concept fans
	• lateral thinking games
	• making associations
	• mind mapping
	• morphological analysis
	• storytelling
	• sub-culture surfing
	• trigger words
	• use of metaphors and analogies
	• vision circles
	• visualisation
	• wishful thinking
	• word salads

Blockers to creative thinking may be:	• cultural
	• emotional
	• environmental
	• family
	• ideas and perceptions about how we should behave, such as:
	  • play according to the rules
	  • don't ask questions
	  • don't be silly
	  • do as you're told
	  • be practical
	  • (taken from Lotherington 2003: Flicking Your Creative Switch)
	• intellectual
	• peer pressure
	• perceptual
	• risk aversion
	• 'way it's done round here'

Existing boundaries may relate to:	• available resources (human, financial, physical) • established tradition or practice in a given field of activity

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RANGE STATEMENT	
	• communication protocols • procedures and processes • specifications • unspoken agreements about who does what and how • work conditions
Risks with ideas and thought processes might involve:	• accepting the limitations of one's own knowledge or capacity • challenging established authority • challenging the continuation of current ways of doing things • changing the rules • exposing oneself or others to possible criticism • facing personal fears and apprehensions • letting go of control • radically changing long established tradition, practice or norms • taking financial risks • taking self or others outside of a comfort zone
Familiar and unfamiliar places may include:	• colleagues • community groupings • friends • hardware stores • information sources with little direct link to the question at hand • journals • junk stores • libraries • museums • recycling yards • shopping centres • websites • workshops

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

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BSBCRT402A Collaborate in a creative process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collaborate in a creative process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who participate in a collaborative creative process in a work or broader life context. It is relevant to individuals who are involved in what is traditionally considered creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued. The unit focuses on effective engagement in a collaborative process, underpinned by a commitment to trust and ethics as a key feature of collaborative creative effort.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Enter into a collaborative creative process	1.1. Adopt a ***personal philosophy of trustworthy and ethical behaviour*** 1.2. Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour 1.3. Use ***professional discretion and judgement*** in dealing with others 1.4. Acknowledge and respect the ***different ways that different people may contribute*** to the creative process 1.5. Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach 1.6. Respect collaborative efforts by relinquishing individual ownership of ideas
2. Engage in a collaborative creative	2.1. Maintain a ***belief in personal ideas***, combined with a willingness to move on as ideas are discarded and

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ELEMENT	PERFORMANCE CRITERIA
process	others evolve 2.2. Be prepared to let go of own vanity and ego to allow new ideas to emerge 2.3. Use ***language*** and adopt a ***demeanour*** that demonstrates respect and trust for others 2.4. Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against 2.5. Challenge, test and share ideas in a supportive way as part of the creative process 2.6. Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process 2.7. Play a role that encourages the ***movement and shift of ideas*** within the group towards a well-conceived solution
3. Reflect on own role in the collaborative creative process	3.1. Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process 3.2. Identify ways to do better next time and follow up on any issues that need to be resolved 3.3. Identify and seek opportunities to refine and expand own skills and knowledge, including learning from failing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to nurture trust, to model open and supportive communication, and to articulate potentially complex ideas • creative thinking skills to generate and explore ideas • learning and self-management skills to reflect on and enhance own ability to contribute effectively to a collaborative creative process • problem-solving skills to continually be evaluating and challenging ideas and moving them forward towards solutions.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• concept of shared intellectual property from collaborative creativity • concepts of trust and ethical behaviour in the context of creative endeavour • different roles people may play in a collaborative creative process and how this contributes to the overall effort • how the creative process works in different situations (e.g. as an individual, as part of a group) • how the potential for creativity can be maximised within a team • legal framework that affects copyright, moral rights and intellectual property issues • what stops creativity in a group environment.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • positive and full participation in a collaborative creative process that generates, expands and develops ideas into a well-conceived solution • communication and creative-thinking skills that make a positive contribution to the collaborative effort • knowledge and understanding of the ethical framework in which any type of creative endeavour operates.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team of people in the collaborative creative process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• direct observation of the candidate participating in collaborative creative activity • interviews with others participating in the process to determine the nature and quality of the candidate's participation and interactions • evaluation of candidate presentation (verbal or written) on the collaborative process, including challenges, benefits and key learning for the future • oral or written questioning to assess knowledge of concepts of trust and ethical behaviour in the context of creative endeavour.
Guidance information for assessment	A collaborative creative effort always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the key aspects of collaboration and creativity detailed in this unit. Combined assessment with the following unit would also be appropriate: • BSBCRT301A Develop and extend critical and creative thinking skills.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal philosophy of trustworthy and ethical behaviour may relate to:	• acknowledging discomfort or anger • being prepared to fully participate • communicating in an open way • honesty • honouring commitments • sensitivity to social, cultural, personal situations and dynamics • showing respect • understanding of the consequences of actions

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RANGE STATEMENT	
Professional discretion and judgement may relate to:	• assessing when to keep quiet • being aware of and responding to different personality types • knowing when it is appropriate or inappropriate to share information • knowing with whom information should be shared
Different ways that different people may contribute may relate to:	• different approaches to expressing opinions or ideas • inclinations to lead or follow • influence with others • interpersonal skills • networks • past experience • technical skills and expertise
Belief in personal ideas may be demonstrated by:	• backing ideas up with information and rationale • being prepared to argue for own ideas • confidence in own ability to create many ideas • confidence to share ideas • confident articulation of ideas • spending time developing and refining own ideas
Language that demonstrates respect for others may involve:	• acknowledging new ideas and effort • avoiding negative words • avoiding personal negatives like 'you cannot' or 'you should not' • choosing words wisely • listening • making differentiations between ideas and people • managing tone • speaking at a level appropriate to the listener
Demeanour that demonstrates respect for others may relate to:	• avoiding intellectual bullying • encouraging others to express ideas • facial expression • keeping a positive mindset • listening before speaking • physical position • refraining from blame or accusation

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RANGE STATEMENT	
	• other non-verbal behaviour • understanding the balance between constructive comment and attention seeking
Movement and shift of ideas may involve:	• building in 'what if' scenarios • encouraging a stocktake before moving forward • making connections between seemingly disparate ideas • refining ideas that seem positive • returning to earlier ideas • returning to key objectives • suggesting new processes • turning ideas 'on their head' to resolve blockages

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Process

Co-requisite units

Co-requisite units		

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BSBCRT501A Originate and develop concepts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who originate and develop concepts of some complexity and progress that concept to the point where it can be implemented. Individuals may be employed by organisations, be sub contractors or consultants brought in by companies to work on specific projects, or be individuals or part of a team working independently. Concepts could be developed for any business or community activity or process such as marketing campaigns, staff development programs, information technology and communication systems. This unit is also highly relevant to practitioners in the creative industries who develop products such advertising campaigns, radio and television programs, entertainment events, films, exhibitions and digital media products. A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature. Skills associated with writing proposals to support concept development are covered in BSBWRT401A Write complex documents.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate and explore needs and opportunities	1.1. Research and evaluate ***existing information that informs new concept development*** 1.2. Where appropriate, identify and use gaps in current range of ***products***, ***programs***, ***processes or services*** as the catalyst for generating new ideas or concepts 1.3. Expand the potential of new ideas through ***exploration of opportunities beyond the obvious***

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Identify ***factors*** that could have an impact on ideas or concepts to be developed, including potential for commercialisation 1.5. Determine whether other players are filling identified gaps or investigating similar opportunities 1.6. Develop preliminary ideas on innovative and different ways to address needs and opportunities 1.7. In consultation with ***relevant stakeholders***, agree on broad parameters for developing ideas and concepts to meet market requirements
2. Develop a range of creative approaches	2.1. Use a range of ***creative thinking techniques*** to generate innovative and creative concepts to address identified needs 2.2. Challenge, test and experiment with different concepts and ideas as part of a collaborative process 2.3. Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential 2.4. Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed 2.5. Identify ***resources*** required to achieve desired creative and innovative outcomes 2.6. Evaluate the effectiveness of different strategies for achieving desired outcomes 2.7. Select concepts or approaches that achieve required outcomes in an innovative and feasible way 2.8. Present proposed concepts or approaches in an appropriate ***format***
3. Refine concepts	3.1. Ensure concept development process is open to ongoing refinement and testing 3.2. Seek input and feedback on concepts from relevant stakeholders 3.3. Seek specialist advice on creative and technical aspects of proposals as required 3.4. Compare concepts with best practice examples of similar products, programs, processes or services 3.5. Use a range of ***creative and practical criteria*** to determine the advantages and disadvantages of different concepts 3.6. Evaluate ***constraints*** on the realisation of concepts or ideas

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ELEMENT	PERFORMANCE CRITERIA
	3.7. Refine proposals based on analysis and feedback
4. Develop concepts to an operational level	4.1. Use refined concepts as the basis for developing detailed ***implementation specifications***
	4.2. Present specifications to relevant parties for approval, funding or endorsement
	4.3. Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to work collaboratively on ideas and to articulate the rationale for concepts in ways that promote constructive discussion with others
- creative thinking skills to generate a range of innovative concepts and ideas, to use lateral thinking and to take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines.

Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented (in any context)
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of at least two concepts, substantiated and supported with sufficient information to allow for implementation to occur • generation of concepts and ideas that provide innovative solutions to identified issues • knowledge of legal requirements that affect work in a given industry context.
Context of and specific resources for assessment	Assessment must ensure: • access to the full range of background information required to evaluate the operational factors that will affect the implementation of concepts • interaction with others to reflect the collaborative nature of the concept development process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept • debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development • evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept • oral or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Existing information that informs new concept development may include:	• creative brief • market research • organisational vision • personal vision and creative aspiration
Products, ***programs***, ***processes or services*** may include:	• art and craft works • advertising campaigns • business services and processes • designs • festivals • films • interactive digital media products • live entertainment productions or events • manufactured products • marketing and promotional campaigns • museum and gallery exhibitions • photoimaging services • radio or television programs
Exploration of opportunities beyond the obvious may involve:	• challenging existing assumptions and preconceptions • considering radical change to the way things are done • exploring practice in a totally different industry context • investigating the use of new media • making connections between seemingly unrelated activities
Factors may include:	• codes of practice • content • cost effectiveness • features of interactive digital media products:

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RANGE STATEMENT	
	• delivery platform • level of interactivity • look and feel • navigation • Indigenous laws and protocols • length of program or film • level of skill and understanding required for implementation • nature and size of target audience • organisational charter and policies • purpose: • advertising or marketing • commercial • educational • entertainment • game • information • relevant legislation, such as: • copyright and intellectual property • privacy • results of market research • revenue raised by existing market share • technical feasibility
Relevant stakeholders may include:	• administrative staff • clients/customers • designers and other creative personnel • directors • external suppliers • information technology personnel • management • program producers • technical specialists • writers
Creative thinking techniques may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go

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RANGE STATEMENT	

	• Edward de Bono's six thinking hats
	• ego alter or heroes
	• graphic organisers:
	  • concept fans
	  • visual maps
	  • webbing
	• lateral thinking games
	• making associations
	• mind mapping
	• morphological analysis
	• sub-culture surfing
	• trigger words
	• use of metaphors and analogies
	• vision circles
	• word salads
	• visualisation

Resources may include:	• computer hardware and software • facilities • printed material • specialist equipment • specialist staff • training
Formats may include:	• application forms to funding bodies or sponsors • briefs for consultants • concept maps • electronic presentations to promote the concept • in-house proposal forms
Creative and practical criteria may include:	• cost-effectiveness • evaluation against competing priorities • fit with personal vision and aspirations • fit with strategic directions of organisation • fit with target market needs • how innovative the concept is • level of risk • potential benefits • technical feasibility • time to realise the concept
Constraints may include:	• availability of resources and equipment

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RANGE STATEMENT	
	• availability of skilled experts and personnel • cost • level of technical difficulty • limited funding sources • limited potential for commercialisation • time
Implementation specifications may include:	• briefs for work • detailed specification of concept including purpose and content • operational plan with responsibilities and time lines • resources breakdown (financial, human and physical)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

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BSBDIV501A Manage diversity in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a managerial role who direct the work of others. They may work in any industry context and with teams of variable sizes in the public or private sectors. The unit reinforces the value and benefits of diversity in the workplace. As such, it is of particular value to people working in organisations with staff from different cultures, races or religion, where there are staff members from multiple generations, or where there are other forms of difference in the workforce.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement diversity policy	1.1. Locate and review ***diversity*** policy 1.2. Determine its application to the specific work context 1.3. Institute ***actions*** to ensure that the diversity policy is understood and implemented by relevant parties 1.4. Provide feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1. Address own prejudices and demonstrate respect for difference in personal interactions 2.2. Aim for diversity in selecting and recruiting staff 2.3. Identify and address ***training needs*** to address issues of difference in the team 2.4. Manage tensions and encourage collaboration and respect between staff who struggle to work effectively with difference

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Assist staff to see that working effectively with difference is a strength that can improve the organisation's products, services and customer relations 2.6. Manage allegations of harassment and address ***complaints*** according to established organisational procedures
3. Promote the benefits of diversity	3.1. Promote the organisation's workforce diversity in ***internal and external forums*** to enhance the company's image and reputation 3.2. Capture ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 3.3. Support organisational efforts to value diversity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to determine how to make intelligent applications of policy in the work context
- communication skills to:
  - explain and promote the benefits of diversity
  - negotiate differences between staff
  - relate to people from a range of backgrounds
- learning skills to:
  - assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles
  - provide feedback and suggestions for improvement to the diversity policy
  - use ideas and information from the diversity in the workforce to contribute to the organisation's competitive advantage
- self-management, learning and development skills to reflect on and review own prejudices

Required knowledge

- formal and informal complaints procedures
- key features of relevant current legislation, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Age Discrimination Act • Disability Discrimination Act • Racial Discrimination Act • Sex Discrimination Act • Human Rights and Equal Opportunity Commission Act

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of the application of diversity policy and the capacity to critically review a diversity policy • promotion of strategies to ensure that diversity is understood and respected in the work team • demonstration of compliance with protocols for handling complaints of bullying or harassment.
Context of and specific resources for assessment	Assessment must ensure access to workplace documents and records.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports on diversity policy and policy application • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in performance management • observation of presentations around protocols for handling complaints and bullying or harassment • review of strategies developed to ensure that diversity is understood and respected in the work team • oral or written questioning to assess knowledge of human rights and relevant legislative requirements.
Guidance information for	Holistic assessment with other units relevant to the industry sector,

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EVIDENCE GUIDE	
assessment	workplace and job role is recommended, for example: • BSBMGT502B Manage people performance • BSBHRM501A Manage human resources services • BSBHRM510A Manage mediation processes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Diversity may relate to:	• any form of difference, such as:
	  • ability, aptitude and disability
	  • age
	  • culture
	  • ethnicity
	  • gender
	  • language
	  • marital status or family arrangements
	  • nationality
	  • personality
	  • race
	  • religion
	  • sexuality.

Actions may include:	• displaying policy on noticeboards and other public areas • distributing copies of policy to staff • explaining policy to staff at meetings or other forums • reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.
Training needs may involve:	• cultural competency training • culturally-specific training • diversity training • equal opportunity training

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RANGE STATEMENT	
	• ethics training • grievance management training • human rights training • recruitment and selection training • workplace bullying, discrimination or harassment training.
Complaints may include:	• informal complaints that are managed within the workplace • formal complaints of discrimination or harassment to relevant commonwealth, state or territory anti-discrimination agencies under the federal anti-discrimination laws.
Internal and external forums may include:	• business meetings • conferences and seminars • newsletters and bulletins • professional networks • staff meetings • staff updates.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - diversity

Co-requisite units

Co-requisite units		

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BSBEBU401A Review and maintain a website

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a website. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who have knowledge of the relationship between web-sites and the core functions of an organisation. They also have working knowledge and skills of performing basic updates to web site content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review website content and use	1.1. Monitor and analyse customer and user feedback in accordance with organisational timelines 1.2. Analyse automatically collected website data and identify trends 1.3. Make recommendations on changes to the website and its content in response to ***feedback and data analysis*** and approve changes scheduled for implementation 1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements 2.2. Follow protocols for ensuring the accuracy and authenticity of information 2.3. Remove services no longer available or required and add new ones in accordance with organisational requirements 2.4. Check ***off-line information*** against that posted on the website and rectify discrepancies in accordance with organisational timelines 2.5. Follow ***security procedures*** for updating the website
3. Carry out non	3.1. Analyse user feedback to confirm that faults have

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ELEMENT	PERFORMANCE CRITERIA
technical site maintenance	resulted from the site and are not user problems 3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organisation 3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements 3.4. Make site changes in response to changes in marketing strategy in accordance with organisational requirements and consideration of cost benefits

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format
- numeracy skills for basic statistical analysis of website usage data
- communication skills for consultation with users and customers.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - Occupational Health and Safety
- basic principles of website design and maintenance
- online security issues.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • marketing units • other information and communications technology units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Feedback and data analysis may include:	• feedback in relation to content, ease of navigations and appropriateness/usefulness of content
	• statistical data in relation to usage, including;
	  • hits
	  • page views
	  • visits

Offline information may include:	• information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
Security procedures may include:	• access protocols • password protected areas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

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Co-requisite units

Co-requisite units		

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BSBEBU501A Investigate and design e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate e business opportunities	1.1. Undertake a competitive analysis to determine the likely impact ***new capabilities*** will have on industry sectors and competitors 1.2. Complete and assess ***value chain analysis*** to identify ***processes and relationships*** that may benefit from the adoption of e-business solutions 1.3. Identify ***threats and opportunities*** to e-business implementation and evaluate potential ***contributions to the business*** 1.4. Conduct resource analysis to identify cost and revenue implications in developing opportunities 1.5. Identify and evaluate legal and ethical issues relating to e-business opportunities
2. Evaluate e business models	2.1. Identify and analyse ***business-to-business***, ***business-to-consumer***, intra-organisational e-business applications and ***e-business models*** 2.2. Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each 2.3. Assess cost implications of implementation of e-business models

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Determine an e-business model most appropriate in relation to business plan
3. Design an e business	3.1. Formulate purpose, objectives and values for the e-business 3.2. Identify target market, and value chain structure in accordance with chosen e-business model 3.3. Identify and obtain ***technical needs and expertise*** required to implement e-business model 3.4. Investigate and develop plan to address culture change issues to manage transition to an e-business
4. Implement an e business strategy	4.1. Develop ***policies and guidelines*** to support customers, supply chain and staff to ensure successful implementation 4.2. Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain 4.3. Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation 4.4. Incorporate evaluation results and feedback to improve future e-business strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • organisational policies and procedures relating to the systems, products and/or service being worked with.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • evaluation of e-business opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of e-business solution • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment

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EVIDENCE GUIDE	
	• demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBEBU502AImplement e-business solutions • IT use units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
New capabilities may include:	• 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain

Value chain analysis may include:	• an analysis of a series of primary activities, such as:
	  • inbound logistics
	  • marketing and sales
	  • operations
	  • outbound logistics
	  • service support
	• and their support activities, such as:
	  • business infrastructure

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RANGE STATEMENT	
	• human resources management • procurement • technological development
Processes and relationships may include:	• customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organisational structures • trading communities
Threats and opportunities may include:	• business to government (B2G) opportunities where e-business is conducted between an enterprise and the government • business-to-business (B2B) opportunities where e-business is conducted between companies • business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising e-business development • re-intermediation opportunities, where e-business creates new value between producers and consumers • risk management: payments, fraud etc.

Contributions to the business may include:	• effect on:
	  • customer satisfaction ratings
	  • growth
	  • market share
	  • profitability
	  • return on investment
	  • sales

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RANGE STATEMENT	
	• staff morale i.e. using efficient technologies to enhance workplace • staff productivity and professional development
Business-to-business may include:	• involves e-business between organisations • may be B2G (business to government)
Business-to-consumer may include:	• involves e-business between an enterprise and a customer
E-business models may include:	• aggregator models • collaboration partners • competitor cooperation model • e-auction • e-government • e-mall • e-office • e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
Technical needs and expertise may include:	• advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for e-business • open and international standards e.g. EAN.UCC or UN/EDIFACT

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RANGE STATEMENT	
	• personal identification and password for online access to business processes e.g. purchasing or supply
Policies and guidelines may include:	• business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • outsourcing • performance management • privacy • risk management • security

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

Co-requisite units

Co-requisite units		

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BSBEBU502A Implement e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement e business solutions, including establishing the initial requirements and developing systems for implementation, and to support ongoing monitoring and review. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the implementation of e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Set up e business solution	1.1. Identify ***organisational requirements*** in consultation with relevant personnel 1.2. Evaluate security issues and rank these issues for acceptable risk 1.3. Evaluate the costs and technology requirements associated with ***e-business solution*** in relation to organisational requirements 1.4. Confirm technology and standards required for implementation with relevant personnel 1.5. Prepare budget for implementation of solution
2. Implement e business solution	2.1. Delegate responsibility for solution in accordance with organisational policy, procedures and structures 2.2. Develop procedures for the solution in accordance with organisational and ***other business requirements*** 2.3. Provide training for implementation of solution in accordance with organisational requirements 2.4. Develop ***security procedures and protocols*** in accordance with organisational requirements 2.5. Maintain records relating to solution in accordance with legal, ethical and accounting requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review e business solution	3.1. Monitor outcomes and processes in accordance with implementation strategy and established performance monitoring and reporting requirements 3.2. Use business data and reports to compare plans, budgets, time lines and forecasts to actual performance 3.3. Obtain feedback from users and personnel responsible for implementation, and make recommendations to improve future e-business strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the systems, products and/or service being worked with.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented processes and procedures for implementation of an e-business solution • development of monitoring strategy • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to policies, procedures and training developed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment..
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBEBU501A Investigate and design e-business solutions • other information and communications technology units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• authentication • building security • confidentiality • cost • encryption technology • firewalls • fraud control • gatekeeper software • privacy • recognised internet service provider (ISP) with secure platform • secure web server and browser with secure sockets layer (SSL) • third party verification of credit card information
Security issues may include:	• business ethics • confidentiality • fraud prevention and detection • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • privacy • risk management • security
E-business solutions may include:	• 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments

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RANGE STATEMENT	
	• online purchasing • online sales systems • supply channel
Other business requirements may include:	• accounting • ethical • legal • policies, procedures and guidelines developed in other operational areas specific to the system being implemented
Security procedures and protocols may include:	• authentication confirmation of identity • establishing and/or monitoring the credit worthiness of clients • processes for monitoring expiry of credit cards • processes for preventing fraudulent use of credit cards • processes for minimising bad debts through online payments

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

Co-requisite units

Co-requisite units		

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BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain daily financial records	1.1. Correctly maintain daily financial records and in accordance with ***organisational requirements*** for accounting purposes 1.2. Identify and rectify or refer ***discrepancies*** or errors in ***documentation*** or transactions to ***designated persons*** in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into ***journals*** in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post ***transactions*** into general ledger in accordance with organisational reporting requirements 2.3. ***Reconcile systems for accounts payable and receivable*** with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive ***payments*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within ***designated time line***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information • communication skills to clarify information and to refer errors or discrepancies to appropriate people • numeracy skills to read and interpret financial data and to prepare cash analysis sheets • problem-solving skills to reconcile figures.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • financial legislation
  • occupational health and safety (OHS)
• organisational policies and procedures relating to maintaining financial records
• definition of credits/creditors and debits/debtors
• principles of double entry bookkeeping and accrual accounting
• methods of presenting financial data.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of source documents relating to financial record keeping.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies may relate to:	• bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation may include:	• purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	• bank • line management • organisation's authorisations department • statutory body • supervisor
Journals may include:	• cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	• commencing business entries • correction of posting errors • interest expense

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RANGE STATEMENT	
	• interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	• cash • cheque • credit card • direct debit
Designated time lines may include:	• by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with ***designated persons*** 1.2. Enter employee ***pay period details*** and any ***deductions and allowances*** in ***payroll system*** in accordance with ***source documents*** 1.3. Calculate payment due to individual employees to reflect standard pay and ***variations*** in accordance with employee source data
2. Prepare payroll	2.1. ***Prepare payroll*** within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store ***payroll records*** in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

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ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll ***enquiries*** in accordance with organisational and ***legislative requirements*** 3.2. Provide information in accordance with organisational and legislative requirements 3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
  - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
  - write cheque or salary authorisations
  - prepare pay advice slips
  - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - financial legislation
  - privacy laws
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• organisational policy and procedures • types of payroll systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performing payroll calculations • applying knowledge of organisational guidelines relating to security and confidentiality of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to computer equipment, relevant software and payroll data (samples or actual).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Designated persons may include:	• immediate supervisor • those who have the authority to approve payroll decisions
Pay period details may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
Deductions and allowances may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
Payroll system may include:	• manual • computerised
Source documents may include:	• employee earnings and payroll register • employee records or history • employee timesheets
Variations may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

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RANGE STATEMENT	
Preparing payroll may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
Payroll records may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
Enquiries may include:	• email • face-to-face • fax • telephone
Legislative requirements may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check ***source documents*** for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter ***transactions*** into cash and credit ***journal system*** in accordance with organisational policy and procedures, and ***relevant legislation and compliance requirements*** 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify ***discrepancies*** and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual ***accounts payable and accounts receivable***, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with ***journal data*** or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. ***Check payment documentation*** for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check ***accounts receivable statements*** for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review ***credit terms*** in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or

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EVIDENCE GUIDE	
	general ledger data.

Context of and specific resources for assessment	Assessment must ensure:
	• access to an actual workplace or simulated environment
	• access to office equipment and resources, such as:
	  • calculator
	  • computer equipment and relevant software
	• access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers
	• access to workplace reference materials such procedural manuals and company policy.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual

Relevant legislation and compliance requirements may include:	• consumer:
	  • codes of practice
	  • Australian Consumer Credit Code
	  • privacy laws
	  • secrecy laws

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RANGE STATEMENT	

	• competition:
	  • Australian Competition and Consumer Commission (ACCC), National Competition Policy
	• prudential:
	  • commonwealth Bills of Exchange Act 1909
	  • commonwealth Cheques and Payment Orders Act 1986
	  • commonwealth Financial Transaction Reports Act 1988
	  • commonwealth Land Tax Assessment Act 2002
	  • commercial tenancies laws
	  • corporate law
	  • Credit Reference Association of Australia (CRAA)
	  • Electronic Funds Transfer (EFT) Code of Conduct
	  • Financial Institutions (FI) Code
	  • payroll tax assessment laws and regulations
	  • prescribed payments laws and regulations
	  • stamp duties laws
	  • taxation assessment laws

Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

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RANGE STATEMENT	
Checking payment documentation may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIA304A Maintain a general ledger

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain a general ledger within an organisation including processing journal entries and preparing a trial balance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process journal entries	1.1. Prepare ***general journal entries*** from ***source journals*** in accordance with accounting requirements, organisational policy, procedures and accounting standards 1.2. Post journal entries into ***general ledger system*** in accordance with organisational policy, procedures and accounting standards 1.3. ***Reconcile accounts payable and accounts receivable*** subsidiary ledger systems with general ledger 1.4. Ensure processing maintains the accounting equation and is completed within designated time lines
2. Prepare a trial balance	2.1. ***Prepare trial balance*** of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy 2.2. Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• accurately entering data • applying understanding of general journal entries and knowledge of the relationship between journals and general ledger • implementation of double-entry principles • systematic tracing of errors.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • examples of source journals.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
General journal entries may include:	• bad debts written off • correction of posting errors • interest expense • interest receivable • opening entries • purchase of a non-current asset on credit • sale of a non-current asset on credit • transfer of funds between bank accounts • withdrawal of stock and assets by owner
Source journals for general ledger may include:	• cash payments journal • cash receipts journal • general journal • purchases journal • purchases returns journal • sales journal • sales return journal
General ledger system may include:	• computerised • manual
Reconciling accounts payable and accounts receivable may include:	• checking accuracy of accounts payable balances with general ledger control account • checking accuracy of accounts receivable balances with general ledger control account
Preparing trial balance may include:	• checking total debits equal total credits • listing ledger account balances from general ledger • tracing of errors

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA401A Prepare financial reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may work as individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain asset register	1.1. Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures 1.2. Determine method of ***calculating depreciation*** in accordance with organisational requirements 1.3. Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements
2. Record general journal entries for balance day adjustments	2.1. Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements 2.2. Adjust ***expense accounts*** and ***revenue accounts*** for ***prepayments and accruals*** 2.3. Record ***bad and doubtful debts*** in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for ***inventories***, if required, and transfer to ***final accounts***
3. Prepare final general ledger accounts	3.1. Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements 3.2. Post revenue and expense account balances to final

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ELEMENT	PERFORMANCE CRITERIA
	general ledger accounts system 3.3. Prepare final general ledger accounts to reflect gross and net profits for reporting period
4. Prepare end of period financial reports	4.1. Prepare ***revenue statement*** in accordance with organisational requirements to reflect operating profit for ***reporting period*** 4.2. Prepare ***balance sheet*** to reflect financial position of business at end of reporting period 4.3. Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify reporting requirements and obtain required data
- literacy skills to:
  - identify financial information
  - follow the Australian Accounting and Auditing Standards
  - follow the organisation's accounting procedures
- numeracy skills to calculate percentages, addition and subtraction.

Required knowledge

- double-entry bookkeeping principles
- general journal and general ledger entries
- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - Australian Taxation Office regulations
  - accounting and auditing standards
  - Goods and Services Tax (GST) regulations
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - finance legislation

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • occupational health and safety • organisational accounting systems • organisational policies, procedures and accounting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing financial reports • applying the Australian Accounting and Auditing Standards • applying double-entry principles.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • Australian Accounting and Auditing Standards • access to samples of financial data • access to workplace reference materials such procedural manuals and company policy.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge

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EVIDENCE GUIDE	
	ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Calculating depreciation may include:	• reducing balance method • straight-line method
Expense accounts may include:	• distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
Revenue accounts may include:	• commission received • interest received • rent received
Prepayments and accruals may include:	• accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
Bad and doubtful debts may include:	• calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts

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RANGE STATEMENT	
Inventories may include:	• goods for resale • stationery and other office supplies
Final accounts may include:	• profit and loss • trading
Revenue statement comprises:	• cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
Reporting period may include:	• as determined in organisational procedures • financial year
Balance sheet comprises:	• narrative or T format • unclassified assets and liabilities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish ***security procedures*** that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish ***control measures*** to safeguard organisation's financial resources in accordance with ***legislative and organisational requirements*** 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use ***nominated industrial awards***, ***contracts and government legislation*** to ***calculate gross pay and annual salaries*** 2.2. Calculate ***statutory and voluntary deductions*** using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within ***designated time lines***
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to ***nominated creditors*** within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to answer enquiries, and to explain and resolve discrepancies with employees
- literacy skills to follow complex financial procedures and to follow and write detailed instructions
- numeracy skills to:
- use financial formulae
- calculate gross and net pay
- compare differing rates of pay over a given time span of the same nature
- prepare cash analysis sheets
- reconcile figures and rectify anomalies to ensure accuracy.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Australian Taxation Office regulations • anti-discrimination legislation • ethical principles • codes of practice • financial legislation • privacy laws • relevant industrial awards • other relevant government and statutory bodies in relation to payroll • Superannuation Guarantee (Administration) Act and superannuation regulations • organisational policies and procedures across the full range of tasks requiredpayroll processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting steps undertaken to establish payroll system • using data and calculations to calculate payroll, including a range of deductions • preparing appropriate records to record payroll processing.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, such as:
	  • Australian Accounting and Auditing Standards
	  • calculator
	  • certified or workplace agreements
	  • computer equipment and relevant software
	  • HECS/HELP documentation
	  • organisation's accounting system
	  • organisational contracts
	  • paper-based or electronic payroll system

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EVIDENCE GUIDE	
	• relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial administrationunits • other financial management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Security procedures may include:	• authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of

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RANGE STATEMENT	
	employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
Control measures may include:	• authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
Legislative and organisational requirements may include:	• Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
Nominated industrial awards, contracts and government legislation may include:	• certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
Calculating gross pay and annual salaries may include:	• allowances • annual leave loading • appropriate pay structure • deductions • employment history cards

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RANGE STATEMENT	
	• FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
Statutory and voluntary deductions may include:	• HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
Designated time lines may include:	• Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines
Nominated creditors may include:	• Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBFIM601A Manage finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake budgeting, financial forecasting and reporting requirements, and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who have managerial responsibilities which include overseeing the management of financial and other resources across a business unit, a series of business units or teams, or an organisation. It covers all areas of broad financial management. In a larger organisation this work would be supported by specialists in financial management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan for financial management	1.1. Review and analyse previous ***financial data*** to establish areas which have generated a profit or loss 1.2. Undertake research to review reasons for previous profit and loss 1.3. Review business plan to establish critical dates and initiatives that will require or generate resources in next financial cycle 1.4. Analyse cash flow trends 1.5. Review statutory requirements for compliance and liabilities for tax 1.6. Review existing software and its suitability for financial management
2. Establish budgets and allocate funds	2.1. Use previous financial data to determine allocations for resources 2.2. Make informed estimates of new items for inclusion

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ELEMENT	PERFORMANCE CRITERIA
	in budget 2.3. Prepare budgets in accordance with ***organisational requirements*** and ***statutory requirements***
3. Implement budgets	3.1. Circulate budgets and ensure managers and supervisors are clear about budgets, reporting requirements and financial delegations 3.2. Manage risks by checking there are no opportunities for misappropriation of funds and that systems are in place to properly record all financial transactions 3.3. Review profit and loss statements, cash flows and ageing summaries 3.4. Revise budgets, as required, to deal with contingencies 3.5. Maintain audit trails to ensure accurate tracking and to identify ***discrepancies*** between agreed and actual allocations 3.6. Ensure compliance with due diligence
4. Report on finances	4.1. Ensure structure and ***format*** of reports are clear and conform to organisational and statutory requirements 4.2. Identify and prioritise significant ***issues*** in statements, including comparative financial performances for review and decision making 4.3. Prepare ***recommendations*** to ensure financial viability of the organisation 4.4. Evaluate the effectiveness of financial management processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to explain budgets and reporting requirements, and to deal with questions • mathematical skills to read and interpret budgets • technology skills to work with financial software.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• financial probity
• principles of accounting and financial systems
• relevant Australian, international and local legislation and conventions, such as:
  • bilateral or regional trade agreements
  • International Commercial Terms (INCOTERMS)
  • Trade Practices Act
  • Warsaw Convention
  • World Trade Organization determinations
• requirements of the Australian Tax Office, including Goods and Services Tax, Company Tax, PAYG.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of budgets which align with the business plan, use previous financial data and meet all compliance requirements • analysis of the effectiveness of existing financial management approaches • knowledge of the requirements of the Australian Tax Office.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on financial systems and financial management • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of budgets prepared • oral or written questioning to assess knowledge of legislative requirements or the tax system • evaluation of documentation reviewing profit and loss statements, cash flows and ageing summaries • analysis of maintenance of audit trails • review of recommendations prepared to ensure the financial viability of the organisation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the BSB60407 Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial data may include:	• budgets, forecasts and variations • cash flow/profit reports • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • occupational health and safety policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals

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RANGE STATEMENT	
	• recording and filing systems • reporting requirements • standard financial analysis techniques
Statutory requirements may include:	• delegated authorities • internal control procedures • limits on volumes and types of financial transactions • reporting of duty, excise and other overseas government charges • reporting periods • taxation and payment timings
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Format may include:	• audits • balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms
Issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers and markets
Recommendations may refer to:	• cash flow • changes in business activity including markets, goods or services traded • consolidation • expenses and overheads • labour costs including decisions to move production to other locations or sites

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RANGE STATEMENT	
	• loss • profit • write-offs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who require a broad knowledge of franchisee obligations and legislative requirements and who use this knowledge to develop compliance strategies. Franchisors will have their needs met in this area by BSBFRA501B Establish a franchise operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine franchisee obligations and legislative requirements	1.1. Identify ***obligations under franchising agreement*** 1.2. Identify relevant ***legislative requirements*** 1.3. Access codes of practice and material that interprets and explains obligations and legislative requirements 1.4. Clarify obligations and legislative requirements with franchisor and relevant ***government*** and licensing agencies
2. Develop strategies for compliance with franchisee obligations and legislative requirements	2.1. Analyse available information on obligations and legislative requirements to develop ***strategies*** for compliance 2.2. Check strategies with franchisor to determine suitability to operate franchise within obligations and legislative requirements 2.3. Use strategies to develop regular, cyclical ***compliance checks*** 2.4. Complete ***training*** to facilitate compliance requirements
3. Undertake scheduled compliance checks	3.1. Communicate compliance requirements to staff 3.2. Delegate compliance checks to relevant staff and provide training and support for staff to carry out these checks 3.3. Record timing and outcomes of compliance checks according to organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Identify instances of non-compliance from compliance checks
4. Act on identified instances of non compliance with franchisee obligations and legislative requirements	4.1. Determine courses of action to address instances of non-compliance 4.2. Seek assistance of franchisor or other relevant parties to address non-compliance 4.3. Take action to address non-compliance 4.4. Make checks to ensure non-compliance has been addressed 4.5. Monitor compliance in a specific area to ensure continuing compliance 4.6. Analyse reasons for non-compliance to guide future compliance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to establish franchisee obligations
- problem-solving skills to address non-compliance
- research skills to access necessary information.

Required knowledge

- occupational health and safety (OHS) requirements:
  - specific to nature and type of franchise
  - generic to all workplaces
- other relevant legislation, codes of practice and national standards, for example:
  - legislation covering fire safety, employment of staff and anti-discrimination, dangerous goods, liquor licensing, food safety
  - Franchising Code of Conduct
- franchise specific obligations:
  - as per franchise agreement
  - as per updates and amendments to agreement over time
- auditing requirements

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REQUIRED SKILLS AND KNOWLEDGE
• penalties for non-compliance and context for franchisee obligations and legislative requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • schedule of checks being undertaken associated with a broad statement of strategies to ensure compliance • compliance check schedule and examples of checks made • documented actions to address instances of non-compliance • demonstrated support to staff to assist with compliance • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action taken to address non-compliance • oral or written questioning to assess knowledge of franchisee arrangements • evaluation of strategies developed for compliance

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EVIDENCE GUIDE	
	• review of documentation recording timing and outcomes of compliance checks.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Obligations under franchising agreement may include:	• area of operations or limits to region or territory • fees and pricing structures • fees paid to franchisor • financial controls • franchise corporate image requirements and branding • limits on trading of other products and services that are outside franchise operations • merchandising requirements • quality assurance requirements • reporting of income, sales or turnover • stock control and inventory requirements, and reporting of this information
Legislative requirements may include:	• Australian Taxation Office requirements, including requirements to register as a business and obtain an (Australian Business Number) ABN • Dangerous Goods Act requirements • fire regulations • food safety requirements • Liquor Licensing Act requirements • local government planning and land use zoning regulations

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RANGE STATEMENT	
	• OHS requirements • other legislative requirements specific to the nature and type of franchise • relevant permits, licences and completion of training programs such as in safe food handling • requirements under employment legislation
Government may include:	• commonwealth • local government • state/territory
Strategies may be:	• broad statements of requirements for compliance • used to develop specific work procedures and compliance checks
Compliance checks may be:	• continuous, daily, weekly, monthly as required to ensure compliance • logged in specific logbook or checked against checklists and filed as required • undertaken by franchisee or staff delegated with specific tasks
Training may include:	• a cyclical schedule (such as yearly refresher courses and product knowledge workshops) • legislative requirements such as first aid, OHS, food handling • specifications in the initial franchise agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

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Co-requisite units

Co-requisite units		

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BSBFRA402B Establish a franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for establishing a franchise	1.1. Research and identify franchising opportunities 1.2. Determine own interests and skills to assess suitability for identified opportunities 1.3. Determine ***requirements for establishing a specific franchise*** 1.4. Research and check viability and business record of franchisor in prospective franchise 1.5. Enter into ***negotiations*** with a franchisor to establish a franchise
2. Complete business plan	2.1. Access business plan proforma, as appropriate 2.2. Consult franchisor and ***others*** in process of developing business planning documents 2.3. Research and determine ***financing options*** 2.4. Finalise financial planning for franchise 2.5. Undertake market analysis for franchise opportunity and complete marketing plan 2.6. Research and determine needs for premises in appropriate area 2.7. Compile relevant information into business plan
3. Identify and address learning needs	3.1. Determine required skills and knowledge to manage a franchise, and identify gaps for self and others 3.2. Seek assistance to assess and address learning needs

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ELEMENT	PERFORMANCE CRITERIA
	and document these in the form of a learning plan 3.3. Determine training required by franchisor of a franchisee 3.4. Undertake learning plan and required training programs
4. Finalise agreements	4.1. Complete finance agreements 4.2. Access legal advice as required 4.3. Finalise and sign off franchising agreement 4.4. Obtain required ***permits*** for franchise operation 4.5. Finalise ***contracts and agreements*** with ***third parties***
5. Prepare for opening of franchise	5.1. Obtain physical and human resources required to manage franchise 5.2. Undertake marketing activities associated with opening the franchise 5.3. Open the franchise for business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • research and analysis skills to conduct and plan market research • planning skills to meet learning needs • problem-solving skills to address issues which may arise during franchise establishment.
Required knowledge

• occupational health and safety (OHS) requirements:
  • specific to nature and type of franchise
  • generic to all workplaces
  • specific to own safety such as manual handling
• legislation, codes of practice and national standards, for example:
  • Franchising Code of Conduct
  • legislation covering fire safety, OHS, employment of staff, company law,

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REQUIRED SKILLS AND KNOWLEDGE
anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchisee specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determining own suitability for the franchise • completing a business plan • identifying and planing learning needs • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of business plan • analysis of responses to case studies and scenarios • evaluation of documented learning plan • observation of presentations on financing options • oral or written questioning to assess knowledge of franchisee arrangements

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EVIDENCE GUIDE	
	• observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Requirements for establishing a specific franchise may include:	• availability of finance • availability of franchise opportunity • franchisor specific requirements • own skills and knowledge
Negotiations may include:	• fee structure for franchise operation • financing options • franchisee obligations • franchisor requirements and expectations • reasonable adjustments to workplace, equipment or processes to facilitate operation of the franchise • site selection for franchise
Others may include:	• accountant • family members • franchisor staff • legal advisor • other franchisees already operating franchises • own network • personal research
Financing options may include:	• arrangements with franchisor or third party interest • loan from family members • loan from financial institution • mortgage of existing property or sale of assets

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RANGE STATEMENT	
Permits may include:	• dangerous goods • fire safety and OHS • local government permits • other commonwealth, state/territory legislation • specific business operations such as liquor licence
Contracts and agreements may include:	• lease or purchase of premises • motor vehicles • industry specific tools, plant and equipment • IT and office equipment
Third parties may include:	• property owner of site separate to franchisor • silent partners or commercial backers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBFRA403B Manage relationship with franchisor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the business relationship with the franchisor and oneself as the franchisee. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who need to develop good working relationships with their franchisor within the Franchising Code of Conduct. BSBFRA504B Manage relationships with franchisees, is the relevant unit for franchisors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with franchisor	1.1. Identify the ***franchisor's representative/s or liaison person/s*** 1.2. Identify ***communication channels*** with the franchisor's representative/s or liaison person/s 1.3. Establish ***schedule of contact*** with the franchisor's representative/s or liaison person/ 1.4. Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship 1.5. Ensure participation in the franchisee advisory council meetings and relevant activities
2. Determine services available from franchisor	2.1. Consult with the franchisor's representative/s or liaison person/s to determine the range of ***services available through the franchisor*** 2.2. Establish schedule for accessing services of the franchisor 2.3. Access services available through the franchisor according to schedule and as needs arise in the course of business operations 2.4. Maintain currency of information relating to services available through the franchisor
3. Implement strategies for meeting	3.1. Identify ***franchisee financial obligations*** to the franchisor

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ELEMENT	PERFORMANCE CRITERIA
franchisor financial obligations	3.2. Develop and implement strategies and procedures to meet franchisee financial obligations 3.3. Undertaken planning to facilitate ***ongoing management of franchise***
4. Resolve disputes with franchisor	4.1. Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct 4.2. Seek assistance of third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure 4.3. Resolve disputes and document courses of agreed action 4.4. Implement agreed courses of action to resolve disputes 4.5. Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to resolve disputes
- problem-solving skills to address disputes arising in the course of business operations.

Required knowledge

- occupational health and safety (OHS) requirements:
  - specific to nature and type of franchise
  - generic to all workplaces
  - specific to own safety such as manual handling
- legislation, codes of practice and national standards, for example:

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REQUIRED SKILLS AND KNOWLEDGE
• Franchising Code of Conduct • legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchise specific obligations as per franchise agreement, specifically financial obligations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing processes to manage the relationship between franchisor and self • identifying and resolving disputes • financial planning to meet franchisor requirements • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisor • access to an actual workplace or simulated environment • access to equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of strategies and procedures implemented to meet franchisee financial obligations

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements • review of documented courses of agreed action taken to resolve disputes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Franchisor's representative*/*s or liaison person*/*s may include:	• franchisor's appointed representative • specialist personnel within franchisor organisation including financial advisers, training personnel and marketing advisers
Communication channels may include:	• email address • meeting schedules • mobile and office based telephone numbers • other emergency contact channels • pager number • workshops for franchisees
Schedule of contact may include:	• occasional visits • regular meetings • training schedules and franchisee network meetings • visits by representative/s
Services available through the franchisor may include:	• equipment repair and replacement • financial advise • IT support • market intelligence • marketing and promotional activities

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RANGE STATEMENT	
	• product updates • purchasing of stock • training programs
Franchisee financial obligations may include:	• payment schedules • fixed price • percentage of turnover • percentage of income
Ongoing management of franchise may include:	• planning for life of agreement • planning for extinction of agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBFRA502B Manage a franchise operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a franchise operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisors managing an existing franchise operation to support franchisees and meet franchisor obligations under the particular franchising agreement entered into with those franchisees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for managing a franchise operation	1.1. Determine obligations of both parties under franchising agreement 1.2. Develop procedures for ensuring compliance with ***franchising obligations*** and ***legislative requirements*** 1.3. Develop and communicate to franchises ***reporting requirements*** for franchisees
2. Implement procedures for managing a franchise operation	2.1. Implement procedures for franchises to ensure compliance with franchising obligations and legislative requirements 2.2. Identify instances of non-compliance and act upon them in conjunction with franchises 2.3. Monitor reports from franchises for completeness, accuracy and timeliness of submission 2.4. Identify potential disputes with franchises and take action to resolve potential disputes before they eventuate 2.5. Resolve disputes that eventuate and reach an agreed settlement within established procedures as documented in the Franchising Code of Conduct
3. Review a franchise operation	3.1. Use monitoring of franchises to inform review process for franchise operation 3.2. Identify improvements in franchise operation and management of franchises from monitoring

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ELEMENT	PERFORMANCE CRITERIA
	franchises' business operations 3.3. Make recommendations to improve the effectiveness of the franchise operation and individual franchises

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • marketing skills to promote new franchises • problem-solving skills to resolve issues in commencement of operations and new franchises • communication and negotiation skills to address potential disputes • analysis skills to monitor and review franchise performance.
Required knowledge

• legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas specific to the franchise operation
• Franchising Code of Conduct
• franchise specific obligations:
  • as per franchise agreement
  • as per updates and amendments to the agreement over time.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• documenting franchising agreement, including franchisee obligations • taking action to ensure franchisee compliance with obligations and addressing non-compliance • improving franchise operations based on feedback and monitoring activities • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisees • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of procedures implemented for franchises to ensure compliance with franchising obligations and legislative requirements • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFRA501B Establish a franchise operation.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Franchising obligations may include:	• fees and pricing structures • franchise corporate image requirements and branding • merchandising requirements • quality assurance requirements • reporting of income, sales and turnover • stock control and inventory requirements, and reporting of this information
Legislative requirements may include:	• Australian Taxation Office requirements, including requirements to register as a business and obtain an Australian Business Number (ABN) • Dangerous Goods Act requirements • fire regulations • food safety requirements • Liquor Licensing Act requirements • local government planning and land use zoning regulations • OHS requirements • other legislative requirements specific to the nature and type of franchise • relevant permits, licences and completion of training programs such as in safe food handling • requirements under employment legislation
Reporting requirements may include:	• accident and incident reporting and recording • customer numbers and turnover • income, expenditure and other financial reports • stock levels and inventory control

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBHRM403B Support performance-management processes

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Services Training Package Version 8.0*. Replaces BSBHRM403A Support performance management processes.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the effective implementation of a performance-management system and to facilitate employee performance.

The unit involves assisting with administrative infrastructure, providing information and advice, and facilitating review mechanisms.

Please note that this unit does not address the line management responsibilities of performance management addressed in BSBMGT502B Manage people performance.

Application of the Unit

This unit applies to human resources officers, or people in similar roles, who work under the direction of a human resources manager, supporting a performance-management system across an organisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Review performance-management infrastructure	1.1 Ensure that all positions have current ***position descriptions*** specifying key requirements of the role 1.2 Assist in reviewing the performance-management system to ensure it aligns with the strategic direction of the organisation 1.3 Ensure that managers have provided reports of performance indicators that are consistent with the position description requirements 1.4 Check that ***performance appraisal meetings*** are held in line with organisational timeframes, that correct documentation has been completed, and that necessary parties have recorded agreement 1.5 Check that appropriate organisational procedures have been followed for ***acknowledging*** good performance and addressing under-performance 1.6 Provide advice and support where there is dissention about performance appraisal outcomes
2. Promote performance-management system	2.1 Clarify goals and methods of the performance-management system to employees 2.2 ***Promote the performance-management system*** to stakeholders 2.3 Arrange or deliver training or instruction in how to use the performance-management system 2.4 Encourage ongoing and regular feedback on personnel

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	performance as well as formal performance appraisals
3. Recommend improvements to performance-management system in response to collated data	3.1 Review performance-management documentation to establish trends or problem areas requiring attention 3.2 Review patterns in skill or performance gaps and consider requirements and options for ***performance development*** 3.3 Assist in revising policies and procedures where necessary 3.4 Suggest improvements to the performance-management system

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - advise on methods for giving feedback
  - assist managers with methods for addressing under-performance
- organisational skills to check that:
  - systems are followed
  - necessary documentation is kept and maintained according to privacy and confidentiality policies and legislation
- technology skills to:
  - write reports
  - access records of interviews
  - apply appropriate security controls to records.

Required knowledge

- key elements and purposes of performance-management processes, and their contribution to organisational objectives and the human resources cycle
- rewards and incentive schemes
- warning systems and grievance procedures.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • support the implementation of the performance-management system and analyse its strengths and weaknesses • provide information about the performance-management system • explain the benefits of effective performance management and how it links with performance development.
Context of and specific resources for assessment	Assessment must ensure: • access to samples of documents and resources normally used in a workplace performance-management process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of reports on performance management • demonstration of techniques in providing advice on performance feedback • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations on performance-management systems • evaluation of documentation outlining training or instruction provided in using the performance-management system • oral or written questioning to assess knowledge of rewards and incentive schemes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Position descriptions may also be known as or include:	• duty statements • job specifications • role statements.
Performance appraisal meetings may consider:	• data from tailored software • feedback from peers, those whose performance has been reviewed, customers and clients • key performance indicators • perspectives of the manager and the person being reviewed • qualitative and quantitative measurement of performance.

Acknowledgement may include:	• monetary rewards, such as:
	  • additional superannuation
	  • bonuses
	  • incentives
	  • innovative motor vehicle and other salary packaging opportunities
	  • salary increases
	• non-monetary rewards, such as:
	  • conference registrations
	  • purchase of special equipment
	  • training.

Promoting the performance-management system may include explaining:	• employee motivation and engagement strategies • financial and other consequences of managing under-performance • how performance management links to business objectives • impact of high and low performing staff • links between performance management and learning and development • links between quality and costs • system benefits.
Performance development may include:	• action learning sets • job rotation • mentoring or coaching • pairing with more experienced staff

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	• shadowing • training.

Unit Sector(s)

Workforce Development – Human Resource Management

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BSBHRM513A Manage workforce planning

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Services Training Package Version 8.0*. Replaces BSBHRM504A Manage workforce planning.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organisational goals and objectives.

It includes assessing factors that may affect the supply of workers, aligning workforce objectives with business plans, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes. The unit covers the research associated with labour markets and the requirement to match organisational needs with employee skills and commitment.

Application of the Unit

This unit applies to human resources managers or staff members with a role in a policy or planning unit that focuses on workforce planning.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Research workforce requirements	1.1 Review current data on staff turnover and demographics 1.2 Assess ***factors that may affect workforce supply*** 1.3 Establish the organisation's ***requirements for a skilled and diverse workforce***
2. Develop workforce objectives and strategies	2.1 Review organisational strategy and establish aligned ***objectives*** for the modification or retention of the workforce 2.2 Define whether staff turnover is unacceptable and if so consider strategies to address the turnover 2.3 Define objectives to retain required skilled labour 2.4 Define objectives for workforce diversity and cross-cultural management 2.5 Define strategies to source skilled labour 2.6 Communicate objectives and rationale to relevant stakeholders 2.7 Obtain agreement and endorsement for objectives and establish targets 2.8 Develop contingency plans to cope with extreme situations
3. Implement initiatives to support workforce planning objectives	3.1 Implement action to support agreed objectives for recruitment, training, redeployment and redundancy 3.2 Develop and implement strategies to assist workforce to deal with organisational change 3.3 Develop and implement strategies to assist in meeting the organisation's workforce diversity goals 3.4 Implement succession planning system to ensure desirable workers are developed and retained 3.5 Implement programs to ensure workplace is an employer of choice

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4. Monitor and evaluate workforce trends	4.1 Review workforce plan against patterns in exiting employee and workforce changes 4.2 Monitor labour supply trends for areas of over- or under-supply in the external environment 4.3 Monitor effects of labour trends on demand for labour 4.4 ***Survey organisational climate*** to gauge worker satisfaction 4.5 Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends and incidents 4.6 Regularly review government policy on labour demand and supply 4.7 Evaluate effectiveness of change processes against agreed objectives

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and leadership skills to:
  - explain the need for change
  - gain senior management support for workforce planning initiatives
- literacy skills to read and write reports and succinct workforce plans
- numeracy skills to work with data and predictions about labour supply information
- analytical skills to review data according to the needs of the organisation
- technology skills to:
  - communicate with key stakeholders
  - support HR functions, including data collection and managing information according to legislation and organisational policies.

Required knowledge

- current information about external labour supply relevant to the specific industry or skill requirements of the organisation
- industrial relations relevant to the specific industry
- labour force analysis and forecasting techniques.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • review relevant supply and demand factors that will impact on an organisation's workforce • develop a workforce plan that includes relevant research and specific strategies to ensure access to a skilled and diverse workforce.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of reports on labour supply trends and strategies to access and retain labour with required skills • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of documentation outlining agreed objectives for the modification or retention of the workforce and how these objectives were communicated to senior management • review of strategies implemented to assist the workforce to deal with organisational change • evaluation of implementation of succession planning system • review of the results of the organisational climate survey • oral or written questioning to assess knowledge of industrial relations relevant to the specific industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors that may affect workforce supply may include:	• changes in technology • competition for workers • economic conditions • industry changes • market trends • skills and labour shortages • unemployment rates.
Requirements for a diverse workforce may include all forms of difference, including:	• age • gender • generational • learning styles • race • religious beliefs • sexuality • workers' background, including cultural and linguistic background.
Objectives may include:	• becoming an employer of choice • specific objectives for the organisation on recruitment, training, redeployment and redundancy • triple bottom line.
Organisational climate surveys may include:	• employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organisation and its function.

Unit Sector(s)

Workforce Development – Human Resource Management

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BSBHRM604A Manage employee relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge to develop and maintain a positive and productive workplace environment. It covers all aspects of employee relations impacting on managers at the strategic level.

Application of the Unit

Application of the unit	The unit is designed for non-specialist HR managers and covers the application of the broad range of employee relations activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement employee relations strategy and policies for own work area	1.1. Ensure ***employee relations*** strategy is consistent with organisational strategic objectives 1.2. Develop ***strategies and policies*** through the application of a risk management approach and extensive consultation and participation by relevant groups and individuals 1.3. Ensure strategy and policies take account of equal opportunity, family/work relationships and promote the absence of discrimination and/or harassment 1.4. Develop ***risk management*** strategies which take account of the withdrawal of labour and other potential outcomes of disputes 1.5. Identify potential areas of conflict (if any) and ensure strategies and policies take account of the objectives of relevant groups and individuals
2. Build and maintain a productive culture	2.1. Negotiate awards, agreements, and contracts which balance organisational objectives and ***employee rights and obligations*** 2.2. Identify and meet all legal and organisational requirements within the ***conditions of employment*** 2.3. Undertake regular and timely consultation and communication with individuals and relevant groups 2.4. Develop policies and practices to facilitate employee recruitment, retention and satisfaction 2.5. Provide induction programs and training to develop competence and confidence, and to ensure work is performed safely and effectively

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Provide opportunities for employees to understand their role and how it contributes to the achievement of organisational objectives 2.7. Develop, regularly review and update individual and team development plans 2.8. Evaluate and revise employee relations policies regularly
3. Resolve employee relations problems	3.1. Establish processes for early intervention to identify and minimise problems or grievances 3.2. Communicate ***problem solving processes*** to, and obtain support from, all relevant groups and individuals 3.3. Provide training to develop competence in conflict management, negotiation and dispute resolution 3.4. Obtain ***specialist*** advice where appropriate or where formal hearings are required 3.5. Ensure processes are fair, equitable and consistent with all relevant awards agreements and legislation 3.6. Ensure problem solving processes provide for external mediation and conciliation, and arbitration where appropriate
4. Manage diversity	4.1. Develop plans for the promotion of ***diversity*** within the organisation 4.2. Openly promote diversity and its benefits within the organisation 4.3. Develop ***education and communication plans*** to promote and encourage diversity 4.4. Develop and implement processes to deal with events which inhibit the organisation from meeting its diversity objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE
• communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks.
Required knowledge

• human resource planning
• human resource specialist assistance available
• industrial agreements
• key result areas of the organisation
• organisational plans and objectives (strategic, tactical and operational)
• organisational policies relating to balancing family/work relationships
• organisational support services for employees (external and internal)
• performance measurement systems utilised within the organisation
• relevant legislation from all levels of government that affects business operation such as:
  • award and enterprise agreements and relevant industrial instruments
  • Occupational Health and Safety
  • environmental issues
  • equal opportunity
  • industrial relations
  • anti-discrimination
  • relevant industry codes of practice
• staff development strategies
• unfair dismissal rules and due process.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • While the unit is designed for non-specialist HR managers, there is an expectation that competence will be demonstrated in the implementation of the full range of employee relations activities • Negotiation of employment agreements/contracts and the maintenance of high standards of performance in respect to equal opportunity and the management of diversity are key areas of assessment • Conflict management and early intervention in respect to employee grievances/problems are also key elements of the evidence to be presented during assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on employee relations • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on employee relations management • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of employee relations' policies and strategies • review of documentation of behaviours associated with managing diversity and, resolving employee problems and grievances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Employee relations includes:	• all of the activities in an organisation which impact on the employees' terms and conditions of employment and their personal well-being and satisfaction with their work environment
Strategies and policies may include:	• discipline • equal opportunity • human resource strategy • induction and training • industrial/labour relations • organisational values statement • performance management • racial discrimination/vilification • remuneration and benefits • selection/recruitment • sexual harassment
Risk management means:	• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Employee rights and obligations refers to:	• those contained within any award agreement or contract of employment, or implied terms of those agreements, together with all rights and obligations under the laws of the Commonwealth and the relevant state/territory
Conditions of employment may include:	• grievance procedures • holidays and leave entitlements • hours of work • penalty rates • salary/wages • superannuation
Problem solving processes may include:	• arbitration • conciliation

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RANGE STATEMENT	
	• dispute resolution procedures • grievance procedures • mediation
Specialist means:	• person expert in the conduct of formal hearings in the relevant jurisdiction
Diversity refers to:	• any difference between individuals and groups, and includes age, gender, race, nationality, political and philosophical beliefs, or any other different individual or group characteristic
Education and communication plans refers to:	• a structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBINN201A Contribute to workplace innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry or community context, in both small and large organisations. They take a pro active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, the nature of this process requires the application of discretion, judgement and effective interpersonal skills. The unit assumes that there is wider organisational and management support for innovation and for individuals at all levels to contribute to the innovation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify opportunities to do things better	1.1. Be aware of ***own role*** in workplace innovation 1.2. Pro-actively identify ***opportunities for improvement*** in own area of work 1.3. Gather and review ***information which may be relevant to ideas*** and which might assist in gaining support for ideas
2. Discuss and develop ideas with others	2.1. Identify ***people who could provide input*** into ideas for improvements 2.2. Select the ***best way of approaching people*** to begin sharing ideas 2.3. Seek ***feedback*** on improvement of ideas, and discuss and develop ***options and possible variations*** 2.4. Review and select ideas for follow-up based on feedback and further review
3. Address the	3.1. Take action to implement ***routine changes*** in

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ELEMENT	PERFORMANCE CRITERIA
practicalities of change	consultation with others and within scope of own responsibility 3.2. Identify and articulate ***issues and practical processes*** for implementing proposed ideas 3.3. Present ideas and practical suggestions to the appropriate people about how improvements could be made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions
- comprehension skills to review and interpret information from a wide range of sources
- organisational skills to articulate practical processes and actions for change
- problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions.

Required knowledge

- role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context
- role of individuals in suggesting and making improvements and the importance of pro-active involvement
- positive impacts and the challenges of change and innovation
- types of changes that can occur as a result of effective individual participation
- typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- ways in which improvements and change can be suggested to maximise likelihood of support.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the improvement/innovation process.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in brainstorming, discussions and other collaborative activities to develop ideas • evaluation of candidate's ability to generate ideas to address a range of practical operational situations • evaluation of feedback from other people involved in the collaborative process about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the role of innovation, the role of individuals in the innovation process and the types of techniques that can be used.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own role may relate to:	• current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
Opportunities for improvement may relate to:	• changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
Information which may be relevant to ideas may include:	• examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
People who could provide input may include those who might:	• challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
Best way of approaching people may be influenced by:	• degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation

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RANGE STATEMENT	
	• time pressures and priorities
Feedback could be gained in a range of ways and may include:	• asking questions • talking to colleagues or supervisors • using brainstorming techniques • using 'what if' scenarios
Options and possible variations development may occur by:	• considering resources needed • considering time required • taking on board ideas from other people • thinking through all aspects of the ideas • whole new concepts that come out of discussions
Routine changes may include:	• adjustments to work practices with minimal impact on others or within a small team • changes that do not require management approvals • changes that have the support of management and for which authority is given for immediate action to be taken
Issues and practical processes may relate to:	• any approvals required • cost of implementation • internal politics • need for a planned communication approach (internal or external) • personalities and philosophies of others in the workplace • relationship of the idea to organisation priorities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects. The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals. The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on ***what the team needs and wants to achieve*** 1.2. Check out ***information about current or potential team members' work*** in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the ***different ways that different people may contribute*** to building or

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ELEMENT	PERFORMANCE CRITERIA
	enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish ***ground rules*** for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce ***team-based innovation*** 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model ***behaviour that supports innovation*** 3.2. Seek ***external stimuli and ideas*** to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the ***challenges of being innovative*** in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions • creative thinking skills to generate, explore, test and challenge ideas • learning skills to stretch boundaries of own knowledge and skills • literacy skills to analyse a wide range of information from varied sources • planning and organisational skills to participate in the effective allocation of work in a team context • problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities • self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.
Required knowledge
• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation • broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation • characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation • different roles that people may play within a team, how this impacts on the way a team works and what it might achieve • group dynamics in a team.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming

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EVIDENCE GUIDE	
	and remaining innovative.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills as part of a team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular

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RANGE STATEMENT	
	project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines • ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication
Behaviour that supports innovation may include being:	• collaborative • equitable

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RANGE STATEMENT	
	• fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Australia or overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organisations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organisational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBINN501A Establish systems that support innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise and establish new systems that support and encourage innovation in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit may apply to individuals working in any community or industry context, in small or large organisations. While managers are often responsible for the development of new systems, depending on the organisation size and the nature of the system being developed, senior operational personnel or internal/external specialists may also undertake this role. Systems are varied in nature and might apply to human resources management, team management, organisational structures, product development, information technology, marketing or training and assessment. The critical focus is on systems conceived and developed with innovation as the key driver.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research context for new system development	1.1. Explore and analyse the ***impact*** of ***systems*** in the overall context of innovation 1.2. Explore and gain clarity around ***system objectives***, particularly in relation to innovation 1.3. Analyse current organisational systems to identify ***gaps or barriers*** to innovation 1.4. Research and analyse current and emerging information about systems in ***other organisations and contexts*** 1.5. Evaluate the ***resources and other commitment*** required to foster innovation 1.6. Identify ***key stakeholders*** who can play a role in conceptualising or supporting new system ideas
2. Generate system	2.1. Create system concepts that will foster innovation

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ELEMENT	PERFORMANCE CRITERIA
concepts and options	using ***individual and group techniques*** 2.2. Evaluate and discuss a range of ideas with relevant stakeholders 2.3. Clearly articulate the ways in which innovation is better supported by system ideas and options 2.4. Clearly articulate how the system itself is innovative 2.5. Expose ideas and options to ***ongoing testing***, ***exploration and challenge*** 2.6. Select and refine system ideas that meet the workplace requirements and which are both feasible and innovative
3. Develop a plan for the system	3.1. Determine the need for ***specialised assistance*** and integrate into system planning 3.2. Analyse the potential impact of the new system on people, resources and other organisational practices 3.3. Consult with all stakeholders who will be involved with, or affected by, the new system 3.4. Develop an operational plan for the system, with budget, time lines and responsibilities 3.5. Develop a communication strategy to support the introduction of the new system 3.6. Evaluate the coaching and training needs of those who will use the system and plan a learning and development strategy
4. Trial the system	4.1. Present and consult on system proposals with relevant stakeholders 4.2. Analyse and integrate feedback into the system development process 4.3. Determine appropriate context and parameters for the trialling process 4.4. Initiate the trial, taking account of all required consultative, coaching and technical issues 4.5. Monitor and review the trial in relation to its goals for fostering innovation 4.6. Open the improvement process to ongoing collaborative input and challenge 4.7. Adjust system to reflect evaluation feedback

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to conduct potentially complex and challenging negotiations and consultations on new systems development and implementation • creative thinking skills to explore and generate innovative concepts • learning skills to stretch boundaries of own knowledge and skills, and to foster similar approaches in others • literacy skills to analyse and develop potentially complex organisational requirements and documentation for work systems • numeracy skills to develop and interpret financial estimates • planning and organisational skills to plan the implementation of new systems and to organise and implement training and learning activities • research skills to investigate the broader context for system development • self-management skills to take responsibility for driving system development with a focus on innovation
Required knowledge
• concepts and theories of change management, including ways of introducing change in different organisational contexts and change management communication strategies • concepts and theories of innovation and how these link to innovation in practice • in-depth understanding of the ways in which workplace systems can contribute to innovation in the workplace • project planning and management techniques • technical context in which the system is being developed • typical ways in which systems may present barriers to innovation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• designing, trialling and reviewing more than one work system that is planned and structured to maximise opportunities for innovation by workers and managers in the workplace • clearly articulating and understanding how and why the work system fosters workplace innovation among workers and managers • knowledge of concepts and theories of innovation.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of systems development and of innovation more broadly • use of current industry technology in the development of systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of systems developed by the candidate for a particular workplace context, with a focus on innovation (both in terms of process and outcome) • oral or written questioning to assess knowledge of links between systems and innovation, wider innovation concepts and change management processes • review of analysis of current organisational systems to identify gaps or barriers to innovation • review of operational plan developed for the system • review of communication strategy developed to support the introduction of the new system • evaluation of learning and development strategy for users of the system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is strongly recommended, for example: • BSBHRM506A Manage recruitment, selection and induction processes • BSBINM601A Manage knowledge and information • BSBINN601B Manage organisational change

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EVIDENCE GUIDE	
	• BSBLED705A Plan and implement a mentoring program.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Impact of systems may be positive or negative and relate to:	• administrative processes • degree of freedom or restriction for individuals, workers and teams • extent of collaboration and cooperation within the organisation • operational procedures • quality of communication channels and processes • quality of the physical environment • responsiveness of the organisation to customer needs.
Systems might relate to:	• human resources • innovation reward systems • learning and development systems • product or service review processes • project management • quality management • team management.
System objectives may include:	• addressing operational or service problems • changing the culture of the organisation • developing workforce skills • diversifying the business • enhancing customer service quality • generating more income • improving competitiveness • reducing operating costs

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RANGE STATEMENT	
	• winning more projects.
Gaps or barriers might relate to:	• differences between management rhetoric and reality • hierarchical system of management • inadequate reporting or recording • managers who do not accept new ideas • overly bureaucratic processes • people not communicating with each other or sharing information • staff not being involved in decisions • teams who work in rigid and inflexible ways.
Other organisations and contexts may be:	• competitor organisations • local, national or international • organisations of similar size or structure • totally different organisations who have developed interesting or successful systems • wider community or business contexts in which innovation occurs.
Resources and other commitment may include:	• financial • human • management commitment • physical • preparedness to change at all levels of the organisation.
Key stakeholders may include:	• boards or committees • customers • government departments or other statutory authorities • management • specialist advisors • work colleagues.
Individual and group techniques may include:	• brainstorming • cost-benefit analysis • flow charts • jotting down words • mind maps • process analysis • review of approaches/procedures used by competitors • strengths, weaknesses, opportunities and

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RANGE STATEMENT	
	threats (SWOT) analysis • value analysis • visual imagining • other creative thinking strategies.
Ongoing testing, ***exploration and challenge*** may include:	• comparing • contrasting • gaining input from those who do not support the concept • playing 'devil's advocate' • seeking objective internal or external review.
Specialised assistance may include:	• external consultants or advisers • internal colleagues with specialist or technical knowledge relevant to the system.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature. The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead innovation by example	1.1. Make innovation an integral part of ***leadership and management activities*** 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered ***risks*** to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish ***working conditions*** that reflect and encourage innovative practice 2.2. Introduce and maintain ***workplace procedures*** that foster innovation and allow for rigorous ***evaluation of innovative ideas*** 2.3. Facilitate and participate in ***collaborative work arrangements*** to foster innovation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in ***ways that maximise opportunities for innovation***
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate ***ways of celebrating and promoting innovation*** 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the ***impact of the physical environment*** in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage ***formal and informal learning opportunities*** to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, consultation and negotiation skills to model and lead, open and collaborative relationships

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REQUIRED SKILLS AND KNOWLEDGE
• comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context • planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation • problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level • self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.
Required knowledge
• benefits of providing coaching and learning opportunities in relation to innovation • concept of innovation, what it is and what it means for different people either working independently or within an organisation • context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects • different ways of rewarding performance • factors and tools that can motivate individuals to use creative thinking and apply innovative work practices • legislative framework that impacts on operations in the relevant workplace context • management principles and leadership styles, including the impact of different approaches on innovation • typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these • ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

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EVIDENCE GUIDE	
	evaluation processes • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Leadership and management activities may include:	• people management practices • planning processes

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RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforseen impacts of innovative ideas
Working conditions may include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
Workplace procedures may relate to:	• briefing processes • client relations • performance management • project management • staff meetings • training
Evaluation of innovative ideas may relate to:	• analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
Collaborative work arrangements might be:	• cross section • vertical teams • within a section • working with supplier organisations or partner organisations
Ways that maximise opportunities for innovation may relate to:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
Ways of celebrating and	• congratulating the project team

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RANGE STATEMENT	
promoting innovation may include:	• ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
Impact of the physical environment may relate to:	• eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of dÃ©cor • use of creative messages or images in the workplace • workspace design and dÃ©cor • workstation arrangements and opportunities for interaction
Formal and informal learning opportunities may include:	• coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBINN601B Manage organisational change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities; and to develop, implement and evaluate change management strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area. The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify change requirements and opportunities	1.1. Identify ***strategic change needs*** through an analysis of organisational objectives 1.2. Review existing policies and practices against strategic objectives to identify change requirements 1.3. Monitor trends in the ***external environment*** to identify events or trends that impact on the achievement of organisation's objectives 1.4. Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions 1.5. Review and prioritise change requirements or opportunities with ***relevant managers*** 1.6. Consult specialists and experts to assist in the identification of major change requirements and opportunities
2. Develop change management strategy	2.1. Undertake cost-benefit analysis for high priority change requirements and opportunities 2.2. Undertake risk analysis, identify ***barriers to change***, and agree and record mitigation strategies 2.3. Develop change management project plan 2.4. Obtain approvals from relevant authorities to

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ELEMENT	PERFORMANCE CRITERIA
	confirm the change management process 2.5. Assign ***resources*** to the project and agree reporting protocols with relevant managers
3. Implement change management strategy	3.1. In consultation with relevant groups and individuals, develop communication or education plan to promote the benefits of the change to the organisation and to minimise loss 3.2. Arrange and manage activities to deliver the communication or education plans to relevant groups and individuals 3.3. Consult with relevant groups and individuals for input into the change process 3.4. Identify and respond to barriers to the change according to risk management plans 3.5. Action ***interventions and activities*** set out in project plan according to project timetable 3.6. Activate strategies for embedding the change 3.7. Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• high level interpersonal and leadership skills to obtain acceptance of change processes and to inspire trust • innovation skills to think laterally and to develop creative means to enable people to accept change positively • learning skills to enable openness to new ideas and techniques which could contribute to ongoing organisational improvement • planning and organising skills to sequence events and to enable staff to be clear in times of change or turbulence • problem-solving skills to identify and respond to barriers to the change and analyse risks • project management skills to implement the change management strategy • teamwork skills to consult with relevant groups and individuals for input to the

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REQUIRED SKILLS AND KNOWLEDGE
change process • verbal communication skills to consult with relevant stakeholders and promote the change management plan
Required knowledge
• change management process or cycle • components of a change management project plan • impact of the external environment on change strategies • organisational behaviour • potential barriers to change • range of strategies for embedding change

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a change process that detailsrationale for the change and its objectives • implementation of a change process • critical evaluation of how the change process was managed • demonstration of techniques for responding to resistance to change.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios around change management • assessment of reports on change management • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of change management project plan and communication

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EVIDENCE GUIDE	
	or education plans • review of records outlining consultation with relevant groups and individuals for input to the change process • oral or written questioning to assess knowledge of change management strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategic change needs may include:	• actions arising from strategic planning activities to bring about major change in the organisation, which may relate to: • people • processes • technology • structure.
External environment may refer to factors that are:	• consumer-driven • ecological • economic • ethical • global • legal • political • social • technological • the drive to corporate sustainability • the move to a knowledge economy • workforce-driven.
Relevant managers may	• affected by the change

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RANGE STATEMENT	
include those:	• holding a leadership position in the organisation • participating in the change project.
Barriers to change may include:	• challenges to group norms or established roles • existing organisational culture • existing reward systems • fear of loss of status, security, power or friends • interdepartmental rivalry or conflict • lack of involvement in the change • low morale • vested interests.
Resources may include:	• contractors • employees and managers • external and internal consultants • financial and budget allocation • hardware and software • physical assets.
Interventions and activities may include:	• action research • career planning • job redesign • sensitivity training • succession planning • surveys (with feedback) • team building • termination or redeployment • training • transition analysis.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and innovation - innovation

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Co-requisite units

Co-requisite units		

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BSBIPR401A Use and respect copyright

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use and respect copyright. It covers maintaining control over the copyright owner's work, commercialising copyright material, preventing the unauthorised use of an original work, and using other party's original work legitimately. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who may be authors, creators or other owners of works covered by copyright. It also applies to employees who have a role in ensuring that their organisation's copyright is protected and/or that their organisation uses others' copyright appropriately to benefit the organisation without infringing the rights of copyright owners. These people may work in a wide range of industry and business contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify extent of copyright protection for original works	1.1. Research ***copyright*** and its application to original works 1.2. Identify ***legislative requirements*** governing copyright 1.3. Determine the ***copyright owner*** of original works within or used by the organisation 1.4. Research the ***rights of the copyright owner***, including ***moral rights*** 1.5. Determine whether a ***copyright notice*** is required 1.6. Identify ***sources of information and advice*** regarding copyright issues and use copyright professionals where required
2. Ensure that copyright protection is effective when using	2.1. Identify material within the organisation that may attract copyright 2.2. Identify and review organisation ***policies and***

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ELEMENT	PERFORMANCE CRITERIA
original works	***procedures*** to ensure that own and others' original works are protected against ***direct*** or ***indirect infringement*** of copyright 2.3. Implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others 2.4. Provide advice to relevant personnel about the legal and economic ***implications of copyright infringement*** 2.5. Evaluate and make recommendations for the ***commercialisation potential*** of copyright material 2.6. Research issues that need to be considered when licensing or selling copyright rights, including the use of ***copyright collection societies***
3. Monitor policies and procedures for use of own copyright materials by other parties	3.1. Monitor policies and procedures to ensure that the organisation's copyright is respected ***locally*** and ***internationally*** 3.2. Create and maintain documentation in relation to copyright agreements where established 3.3. Implement ***procedures to limit or deter infringement*** of organisation's copyright and/or encourage the proper use of the organisation's copyright 3.4. Make recommendations to appropriate personnel when real or potential infringements of organisation's copyright may require ***further action***
4. Monitor policies and procedures for legitimate use of others' copyright materials	4.1. Research when permission is needed to use copyright material belonging to others 4.2. Advise appropriate personnel about ***restrictions*** on and licensing requirements for the use of others' copyright material, and implement training if required 4.3. Advise appropriate personnel of legislative exceptions that allow use of copyright material without permission 4.4. Monitor policies and procedures covering organisational use of others' copyright material to ensure it is to the benefit of the organisation 4.5. Monitor organisational use of others' copyright material to reduce the risk of infringement 4.6. Take action to minimise damage if infringement of others' copyright material occurs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to identify a range of issues and information relating to copyright ownership and use
- organisational skills to review and maintain policies and procedures
- communication skills to provide relevant advice to others about copyright protection
- problem solving skills to monitor copyright policies and procedures and make recommendations for action if required
- technology skills to research copyright information

Required knowledge

- principal features of legislative framework for copyright and its application to the organisation:
  - Australia
    - Copyright Act 1968 and Copyright Regulations 1969
  - internationally
    - WIPO Treaties, in particular the Berne Convention, the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty
  - International Trade Agreements, in particular the WTO TRIPS Agreement and the impact of free trade agreements to which Australia is a party (including AUSFTA)
- what works are protected by copyright and how long copyright lasts
- rights of copyright owners
- sources of information and advice on copyright
- methods for preventing unauthorised use of copyright material and action to take if infringement of copyright occurs
- when authorisation for use of copyright materials is needed and how to obtain it
- licensing and the role of collecting societies
- open source copyright licences, such as creative commons, AEShareNet, NEALS, GPL and other similar licences for copyright material
- impact of the internet on copyright

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of issues for the use, management and protection of original works with copyright • implementation of policies and procedures for the use, management and protection of original works with copyright and legitimate use of others' original material
Context of and specific resources for assessment	Assessment must ensure: • access to relevant information on the individual or organisation's copyright requirements and procedures • access to reliable and appropriate explanatory material and guidelines • access to appropriate computer resources for establishment and maintenance of policies and procedures
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolio of evidence • oral or written questioning to assess knowledge of copyright and its implications for the organisation • development of action plans for implementation of copyright policies and procedures, and commercialisation of original works • analysis of case studies around copyright issues, with recommendations for action
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from BSB07 including other units relating to intellectual property

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Copyright refers to:	• the protection of the original expression of ideas from copying and certain other uses, but not the ideas themselves
	• a large range of works, including:
	  • works of art and design, and graphic representations, e.g. drawings, maps, community art
	  • literature and other written material, e.g. reports, manuals, guides
	  • music, e.g. tunes, lyrics
	  • sound recordings
	  • films and other moving images
	  • drama and dance
	  • broadcasts
	  • computer programs, software, games
	  • online or digital content
	  • traditional knowledge

Legislative requirements may include:	• Copyright Act 1968 • Copyright Regulations 1969
Copyright owner may be:	• creator of the work • employer where the employee creates a work in the course of employment as part of their usual duties, or is contracted to create the work for the employer • person to whom copyright has been assigned • person who arranged for a film or sound recording to be made • person who commissioned design work on a commercial basis • State, Territory or Federal Government for material created under their direction or control

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RANGE STATEMENT	
	• Note: there could be more than one owner of copyright

Rights of the copyright owner may include:	• the exclusive right to reproduce, publish, communicate to the public, publicly perform and adapt material
	• assigning their rights to others so that another party becomes the owner or exclusive licensee of the rights
	• licensing their rights, giving another party the permission to use the copyright material but not own the rights
	• licensing of rights associated with derivative works of copyright material, including:
	  • exact copies
	  • enhancements
	  • supplementary works
	  • compilations
	(For example license to use computer software programs - specialist legal advice should be obtained)
	
	Note: different rights attach to different types of copyright and the term of copyright may also differ

Moral rights:	• refer to the personal legal rights of individual creators in the copyright works they have created. They are separate from the economic rights of the copyright owner and may be held by different people
	• include the right of creators:
	  • to be attributed
	  • not to have their work falsely attributed
	  • not to have their work treated in a derogatory way

Copyright notice may refer to:	• the copyright symbol Â© • name of the copyright owner • year of creation or first publication

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	Note: a copyright notice is not required to obtain copyright protection in Australia, but is recommended to clearly indicate to others that the work is protected and to identify the copyright owner
Sources of information and advice may include:	• IP Australia • Attorney-General's Department • Australian Copyright Council • State and Commonwealth government agencies • lawyers specialising in intellectual property, including trade mark attorneys and patent attorneys • accountants • business advisors • marketing consultants • branding consultants • copyright collecting societies, e.g. CAL, PPCA, MIPI, APRA, AMCOS • publications • websites, Internet • databases, e.g. local and international trade mark databases
Policies and procedures may relate to:	• information technology and computer usage • computer security measures • employment contracts, including responsibility for intellectual property • confidentiality agreements within the organisation or among people who may need to know about the copyright material, so as to keep the copyright secret prior to commercialisation

Direct infringement of copyright may include:	• when a person, without the copyright owner's permission:
	  • reproduces the work (or a substantial portion thereof) in a material form
	  • publishes the work
	  • communicates the work to the public
	  • in the case of literary, dramatic and musical works, performs the work in public

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	• adapts the work
Indirect infringement of copyright may include:	• when a person authorises or facilitates another person to infringe copyright, including through 'inactivity' or 'indifference' • when a person, without the copyright owner's permission, imports certain articles into Australia, e.g. to sell, distribute, exhibit or hire, when the article if made in Australia would have been an infringement of copyright
Implications of copyright infringement may include:	• legal and economic implications of not complying with copyright legislation • legal and economic implications of others infringing the individual or organisation's copyright
Commercialisation potential could include:	• licensing or transferring use of original work • profiting from the sale of the original work • developing a product or creative work under a government grant or other funding source and taking it to a commercial product stage
Copyright collection societies refer to:	• societies that license, collect and distribute royalties on behalf of the copyright owners they represent
Locally refers to:	• copyright protection within Australia which, under the Copyright Act 1968, exists automatically when something is written down or recorded in accordance with the requirements of the copyright legislation
Internationally refers to:	• copyright protection in other countries. Copyright is protected by national laws of each country, usually based on international conventions
Procedures to limit or deter infringement may include:	• making sure there is a copyright notice on all work • statement on works outlining preferred licensing arrangements • access codes in software • encrypting • express agreements on copyright ownership, particularly when work is outsourced
Further action could include:	• seeking legal advice • contacting publisher if the work is published • civil actions, including informal negotiations

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	and letters of cease and desist
	• court order, including:
	  • order to seize infringing goods
	  • injunctions
	• monetary damages/compensation

Restrictions may include:	• not using others' copyright material without authorisation from the copyright owner Note: there are some limited exceptions: • fair dealing for the specific purposes of research or study, criticism or review, and news reporting • reproduction of computer programs, e.g. in the technical processes of running the program, for back-up copy, to correct errors • copying industrial products

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Intellectual Property

Co-requisite units

Co-requisite units		

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BSBIPR501A Manage intellectual property to protect and grow business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to protect, secure and effectively use intangible assets of value to an organisation. It focuses on establishing and maintaining systems to protect and exploit an organisation's intellectual property to ensure business growth. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers or coordinators who take an active role in recognising, securing and commercialising intangible assets which contribute to the organisation's profitability, productivity, product or service delivery, and market leadership. These managers and coordinators may work in a range of industry or other contexts and may have responsibility for managing people, systems or processes.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify the organisation's intellectual property assets and rights	1.1. Identify the ***intangible assets*** residing within the organisation and how they can be protected 1.2. Identify the ***sections of the organisation*** in which ***intellectual property*** is created, procured or transferred and for which management is required 1.3. Research ***intellectual property rights*** appropriate to the organisation according to ***legislative requirements*** 1.4. Identify and access ***sources of information and advice*** for protection of the organisation's intellectual property 1.5. Conduct a cost-benefit analysis of protecting intellectual property and determine risks 1.6. Identify and use appropriate intellectual property

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ELEMENT	PERFORMANCE CRITERIA
	professionals to initiate processes to protect intellectual property, according to the type of intellectual property protection required
2. Create a strategy to manage the organisation's intellectual property	2.1. Review or create an organisational strategy, and review or develop policies and procedures for protection, management and use of intellectual property as part of the organisation's business strategy 2.2. Plan and implement an ***intellectual property audit*** and establish or review the value and use of the organisation's ***intangible assets*** inventory 2.3. Plan and make recommendations for implementation of a strategy for business growth through use of organisation's intellectual property 2.4. Plan and implement ***strategies*** to ensure employees, partners and contractors protect the organisation's and others' intangible assets 2.5. Establish or review procedures to securely record and store ***documentation*** related to the organisation's intangible assets
3. Monitor and maintain organisational strategies for the protection and use of intellectual property	3.1. Monitor and review strategies, policies and procedures for the identification, protection and use of intellectual property regularly to ensure they are working effectively, and make changes if required 3.2. Manage the identification of potential ***infringement*** of organisation's intellectual property rights, and ensure appropriate action is taken 3.3. Promote a culture of ***compliance*** and respect for other organisations' and individuals' intellectual property rights
4. Manage the commercialisation of the organisation's intellectual property to ensure business growth	4.1. Research the role intellectual property will play in the strategic plans of the organisation 4.2. Contribute to the implementation of the ***commercialisation*** of the organisation's intellectual property 4.3. Manage the review of the activities of existing or potential competitors and assess their impact on the organisation's intangible assets 4.4. Access and effectively use others' intellectual property within legal guidelines for business advantage

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and analytical skills to conduct audits and make recommendations for compliance and commercialisation of intellectual property • interpersonal skills to foster a positive culture of compliance within the organisation • marketing skills to contribute to the commercialisation of the organisation's intellectual property • problem solving skills to address intellectual property compliance issues • research skills to find and interpret relevant legislation in relation to the particular types of intellectual property
Required knowledge
• types of intellectual property protection and time restraints on protection • relevant legislation and regulations relating to intellectual property rights • potential sources of information and advice about intellectual property • business and marketing advantages of intellectual property protection • strategic and business planning • options for commercialisation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of the types of intellectual property within the organisation and the relevant legislation protecting them • establishment or review of strategies, policies and procedures for the management and use of own and others' intellectual property • identification of commercialisation potential of an

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EVIDENCE GUIDE	
	organisation's intellectual property
Context of and specific resources for assessment	Assessment must ensure: • access to relevant organisational strategies, policies and procedures; or access to information to allow for the design of these policies and procedures • access to relevant legislation and regulations as they relate to intellectual property • access to appropriate computer resources for online search and report preparation
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of data collected on intangible assets and their compliance requirements within an organisation • direct questioning combined with review of portfolio of evidence and third party workplace reports of on-the-job performance by the candidate, to demonstrate the establishment of strategies, policies and procedures to manage an organisation's intellectual property • third party reports to demonstrate how the candidate promoted a culture of respect for the intellectual property of others • presentation to appropriate personnel on the commercialisation of a range of intellectual property within the organisation • oral or written questioning about relevant legislation as it relates to the organisation's intellectual property
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBRSK501A Manage risk • other management units from BSB07

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Intangible assets may include:	• brand • business name • customer/client list • computer systems software • confidential information • copyrights • core technology • database/customer list • design • distribution agreements • domain name • employees' specialist knowledge • goodwill • ideas • innovation • invention • logo • packaging • patent • practical application of a good idea • process • product • promotional materials • secret recipe, process, formula • standard of service/unique service technique • trade mark • trade secret • training manuals

Sections of the organisation may include:	• any section of the organisation that creates products or services that may be protected by intellectual property rights, or that is responsible for the management of intellectual property, including:
	  • design department
	  • marketing department

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RANGE STATEMENT	
	• research and development department • product development group • human resource department • production, administration or service delivery • legal services unit
Intellectual property refers to:	• the output of the mind or intellect rather than tangible objects. It includes: • copyright • trade marks • patents • designs • plant breeder's rights • circuit layout rights • confidential information/trade secrets
Intellectual property rights may refer to:	• the exclusive rights associated with the relevant intangible asset • the right to prevent use by others of the intangible asset
Legislative requirements may include:	• Business Names legislation • Copyright Act 1968 • Designs Act 2003 • Patents Act 1990 • Trade Marks Act 1995 • Trade Practices Act 1974 and State/Territory fair trading legislation
Sources of information and advice may include:	• IP Australia • Attorney-General's Department • Australian Copyright Council • State and Commonwealth government agencies • lawyers specialising in intellectual property • trade mark attorneys and patent attorneys • accountants • business advisors • marketing consultants • branding consultants • copyright collecting societies, e.g. CAL, PPCA, MIPI, APRA, AMCOS • publications

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RANGE STATEMENT	
	• websites, Internet • databases, e.g. local and international trade mark databases

Intellectual property audit may involve:	• a systematic review of the intellectual property owned, used or acquired by a person or organisation, including:
	  • products or services that are key to the organisation
	  • intangible assets and the legal rights that constitute them in relation to the goods or services
	  • what market advantage these rights give the organisation
	  • rights under which the organisation uses intellectual property
	  • gaps or weaknesses in the organisation's intellectual property and rights
	• the valuation and recording of such intangible assets in accordance with accepted accounting standards

Intangible assets refer to:	• registered forms of intellectual property, such as patents and trade marks • unregistrable forms of intellectual property, such as copyright, client lists, know how, staff and training programs

Strategies may include:	• preparation of employer, contractor and supplier contracts which protect the organisation's intellectual property, so that:
	  • the organisation's intellectual property is not introduced into other organisations
	  • ownership of the intellectual property is established, e.g. external contractors designing training materials for an organisation
	• licensing, assignment or transfer of the organisation's intellectual property to other parties for the benefit of the organisation or its stakeholders
	• conducting appropriate clearance searches and investigations

Documentation may include:	• deeds • registration certificates

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RANGE STATEMENT	
	• licence agreements • contract and end user licence agreements • employment contracts
Infringement occurs when:	• someone consciously or inadvertently uses another party's intellectual property without their permission

Compliance is important to:	• identify and where necessary take action to prevent breaches of laws and regulations in relation to intellectual property, to:
	  • avoid costly legal decisions
	  • be a good corporate citizen

Commercialisation may include:	• utilising intellectual property with the aim of producing financial or other commercial gain, and/or public benefit, including:
	  • adapting
	  • applying
	  • assigning
	  • copying
	  • developing
	  • licensing
	  • making
	  • publishing
	  • selling
	  • using

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Intellectual Property

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Co-requisite units

Co-requisite units		

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BSBITA401A Design databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who create databases to store and retrieve data using commercially available database software. They may provide administrative support within an enterprise, or may be independently responsible for designing databases relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design database	1.1. Review ***organisational and task requirements*** to confirm ***scope and functionality of database*** design, including data redundancy 1.2. Develop a logical data model to identify and classify data into types 1.3. Select appropriate ***software*** according to organisational and task requirements and required scope and functionality of database 1.4. Confirm database design with ***appropriate person***
2. Develop database	2.1. Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2. Identify primary key to uniquely identify data 2.3. Identify foreign keys to establish associations between data 2.4. Use ***software functions*** and ***formulae*** to meet organisational and task requirements 2.5. Create password and access system according to organisational and task requirements
3. Develop queries, forms and reports	3.1. Develop queries as required by organisational and task requirements 3.2. Develop input screens or forms in order to access required data

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Develop reports according to organisational and task requirements
4. Test and finalise database	4.1. Populate database with sample dataset for testing 4.2. Assess and document effectiveness of data relationships, queries forms and reports 4.3. Address any errors in database design 4.4. ***Name and store*** database in accordance with organisational requirements and exit the application without data loss or damage 4.5. Confirm database readiness with appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret and evaluate the purposes and features of databases
- numeracy skills to utilise software functions and formulae, and to establish data relationships and queries
- planning and organising skills to establish database design
- problem-solving skills to address inconsistencies in database design and data relationships.

Required knowledge

- advanced functions of database software applications
- impact of formatting and design on the presentation and readability of data
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software app.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to sample data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of databasedesign • review of database testing • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other IT analysis and design units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and task requirements may include:	• business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database may include:	• concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software may include:	• commercial software applications • organisational specific software
Appropriate person may include:	• clients • colleagues • supervisors
Software functions may include:	• adding, deleting, moving, re-labelling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros • append

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RANGE STATEMENT	
	• delete • edit • exit • list • print • query • report • repeating (if available) • table, form and report wizards
Formulae may include:	• formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROM, USBs, tape or server back-up

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Analysis and Design

Co-requisite units

Co-requisite units		

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BSBITU102A Develop keyboard skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing skills and knowledge of basic keyboarding techniques in preparation for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use safe work practices	1.1. Adjust workspace, furniture and equipment to suit user ***ergonomic requirements*** 1.2. Ensure ***work organisation*** meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha and numeric keyboard functions 2.2. Apply ***touch typing technique*** to complete a task 2.3. Develop ***speed and accuracy*** in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, correct errors and complete a final accuracy check

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback • literacy skills to identify work requirements, to comprehend basic workplace documents, and to produce and proofread simple documents • problem-solving skills to solve routine problems in the workplace, while under direct supervision • technology skills to use equipment safely while under direction, and to use basic keyboard, touch typing and mouse skills to produce simple documents.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as OHS • organisational benchmarks for keyboarding.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying touch typing technique to enter alphanumeric characters • safely using keyboard.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • demonstration of techniques

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of keyboard operations and functions • review of completed documents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU101A Operate a personal computer • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation may include:	• exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing
Touch typing technique may vary according to:	• level of competency of operator • workplace requirements
Speed and accuracy must be:	• consistent with degree of experience of operator • relevant to level of responsibility

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, energy and resource ***conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for document layout and design
2. Produce documents	2.1. ***Format*** document using appropriate ***software functions*** to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate ***screen display options and controls*** 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, ***checked***, adjusted and ***printed*** in accordance with organisational and task requirements 3.2. Ensure document is prepared within ***designated time lines*** and organisational requirements 3.3. ***Name and store document*** in accordance with organisational requirements and exit application

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ELEMENT	PERFORMANCE CRITERIA
	without information loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organisational requirements for ergonomics, work periods and breaks, and conservation techniques • organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

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RANGE STATEMENT	
	• lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	• disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	• alignment on page • columns • company logo/letterhead

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RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions may include:	• default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	• layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking may include:	• accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	• basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document

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RANGE STATEMENT	
Designated time lines may include:	• organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBITU202A Create and use spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Adjust workspace, furniture and equipment to suit user ***ergonomic***, ***work organisation*** and occupational health and safety (OHS) ***requirements*** 1.2. Use energy and resource ***conservation techniques*** to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify ***spreadsheet task requirements*** and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure ***data*** is entered, ***checked*** and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. ***Format*** spreadsheet using ***software functions***, to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure ***formulae*** are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1. Select ***chart type*** and design that enables valid representation of numerical data and meets

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ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements 3.2. Create chart using appropriate data range in the spreadsheet 3.3. Modify chart type and layout using formatting ***features***
4. Finalise spreadsheets	4.1. Ensure spreadsheet and any accompanying charts are previewed, adjusted and ***printed*** in accordance with organisational and task requirements 4.2. Ensure data input meets ***designated time lines*** and organisational requirements for speed and accuracy 4.3. Name and ***store*** spreadsheet in accordance with organisational requirements and exit the application without data loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify requirements of spreadsheet • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets • numeracy skills to create and use spreadsheet formulae.
Required knowledge
• formatting of workplace documents • organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques • organisational guidelines on spreadsheet manipulation and processing • purpose and range of use of spreadsheet functions.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of spreadsheets and simple formulae.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final spreadsheets • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of spreadsheet software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements may include:	• data entry • output • presentation • storage
Data may include:	• numbers • text
Checking may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
Formatting may include:	• alignment on page • efficiency of formulae • enhancements to format - borders, patterns and

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RANGE STATEMENT	
	colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
Software functions may include:	• adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
Formulae may include:	• absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types may include:	• area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features may include:	• axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend • lines

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RANGE STATEMENT	
	• patterns
Printing may include:	• fit on one page • fit specific number of pages • with formulae • with values
Designated time lines may include:	• organisational time line e.g. financial requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet
Storing data may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in electronic folders/sub-folders • storage on CD-ROM, zip drives, USB memory

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU203A Communicate electronically

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement procedures to send and receive electronic mail	1.1. Log in to ***software*** for sending and receiving email in accordance with ***organisational requirements*** 1.2. ***Check outgoing email for accuracy*** and ensure any required ***attachments*** are prepared, in accordance with organisational and service provider requirements 1.3. Identify urgent, confidential, personal, ***suspicious or potentially dangerous email*** and take appropriate actions 1.4. ***Deal with returned email*** in accordance with organisational policies and procedures
2. Manage electronic mail	2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements 2.2. Create and maintain individual mailboxes in accordance with organisational requirements 2.3. ***Store email*** and/or attachments in accordance with organisational requirements 2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements 2.5. Prepare and maintain electronic ***mailing lists*** in accordance with organisational requirements
3. Collaborate online	3.1. Identify software to be used in collaboration 3.2. Ensure ***online collaboration*** is undertaken in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational policy, procedures and ***net etiquette*** (netiquette) 3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to request advice, to receive feedback and to work with a team • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems.
Required knowledge

• different methods of electronic communication
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to software applications likely to be used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of electronic communication methods and tools • review of attachments prepared for email • review of electronic mailing lists • evaluation of postings and responses to online discussions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Software may include:	• mobile or wireless software applications:
	  • personal digital assistants (PDA)
	  • mobile phones
	  • text messaging (SMS/TXT)
	  • multimedia messaging (MMS)
	  • internet relay chat (IRC)
	• personal computer-based software applications:
	  • email applications
	  • web-based email services
	  • chat applications
	  • internet discussion groups/boards/chat rooms
	  • intranet discussion groups/boards/chat rooms

Organisational requirements may include:	• carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy may include checking:	• clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments may include:	• PDFs

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RANGE STATEMENT	
	• pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email may include:	• attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with returned email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
Storing email may include:	• email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists may include:	• database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration may include:	• chat rooms • email communications • instant messaging • intranet
Net etiquette may include:	• accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have

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RANGE STATEMENT	
	something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU301A Create and use databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who develop and use simple databases to store and retrieve data. They may provide administrative support within an enterprise, or may be independently responsible for the storage and retrieval of data relating to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create a simple database	1.1. Design a simple database, with at least two tables, using a ***database application***, ***basic design principles***, ***software functions*** and ***simple formulae*** 1.2. Develop a table with fields and attributes according to database usage, as well as ***data*** considerations and user requirements 1.3. Create a primary key for each table 1.4. Modify table layout and field attributes as required 1.5. Create a relationship between the two tables 1.6. ***Check and amend data*** entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1. Determine information output, database tables to be used and ***report layout*** to meet task requirements 2.2. Determine data groupings, search and sort criteria to meet task requirements 2.3. Run reports and queries to check that results and formulae provide the required data 2.4. Modify reports to include or exclude additional requirements
3. Use database	3.1. Ensure data input meets ***designated time lines*** and organisational requirements for speed and accuracy 3.2. Use manuals, user documentation and online help to overcome problems with database design and

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ELEMENT	PERFORMANCE CRITERIA
	production 3.3. Preview, adjust and ***print*** database reports or forms in accordance with organisational and task requirements 3.4. Name and ***store databases***, in accordance with organisational requirements, and exit application without data loss or damage 3.5. Prepare and distribute reports to appropriate person in a suitable format

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• numeracy skills to create simple queries and to use simple formulae • planning and organising skills to develop effective databases • problem-solving skills to address inconsistencies in data and issues in database, and to query structures.
Required knowledge

• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational requirements relating to data entry, storage and presentation.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • creating simple databases and queries • manipulating data using queries • formatting data into a final version.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to sample data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Database applications may include:	• commercial database applications • organisational specific database applications
Basic design principles may include:	• naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions may include:	• adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae may include:	• average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data may include:	• numbers • text
Checking and amending data may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually
Report layout may include:	• alignment on page • columns

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RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
Designated time lines may include:	• time line agreed with internal or external client • time line agreed with supervisor or person requiring database
Printing may include:	• forms • queries • records • reports • tables
Storing databases may include:	• authorised access • filing locations • naming conventions • organisational policy for backing up files • organisational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and communications Technology - IT use

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Co-requisite units

Co-requisite units		

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BSBITU302B Create electronic presentations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to create presentation	1.1. Organise personal work environment in accordance with ***ergonomic requirements***
	1.2. Determine purpose, audience and ***mode of presentation*** in consultation with content author or presenter
	1.3. Identify ***presentation requirements*** in terms of supporting documents, transparencies and equipment
	1.4. Apply ***work organisation strategies*** and ***energy and resource conservation techniques*** to plan work activities
2. Create presentation	2.1. Design slides, notes and handout masters to incorporate ***organisational and task requirements*** in relation to image and preferred style, avoiding ***distractions***
	2.2. Use ***software functions*** for consistency of design and layout, to meet identified presentation requirements
	2.3. Balance ***presentation features*** for visual impact and emphasis
	2.4. Use ***advanced software features*** to streamline and customise the presentation for different audiences
	2.5. Prepare presentations within ***designated time lines***
3. Finalise presentation	3.1. Use manuals, user documentation and online help to

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ELEMENT	PERFORMANCE CRITERIA
	overcome problems with design and production 3.2. Check presentation for spelling, consistency in presentation features and style, in accordance with task requirements 3.3. Print ***presentation materials*** in accordance with presenter or audience requirements 3.4. ***Store presentation***, in accordance with organisational requirements and exit the application without information loss or damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clarify requirements of documents • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisational procedures, to use screen layout to support text structure, and to proofread and edit documents • problem-solving skills to use processes flexibly and interchangeably.
Required knowledge
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety • effect of design features on readability and appearance of electronic presentations.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • creating at least two electronic presentations
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of electronic presentations and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of presentation materials • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other business services units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Mode of presentation may include:	• available for browsing by individuals • display on one computer, control from another • online, internet, intranet • conference presentation • self-running presentation • speaker
Presentation requirements may include:	• 35 mm slides • annotation pen • computer equipment and peripherals for on-screen presentation • data show • digital pointer • handouts • internet access • laptop computer • network access • outlines • overhead projector • overhead transparencies • paper printouts of presentation or slide show • slide projector • speaker notes • video projector/s • world wide web documents
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing

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RANGE STATEMENT	
	confidentiality requirements) • using power-save options for equipment
Organisational and task requirements may include:	• company colour scheme • company logo • corporate image • music • organisation name, time, date, occasion etc. in header/footer • organisational video clip
Distractions may include:	• heavy colour • insufficient colour separation (background to text) • irrelevant animation • multiple transitions • overly busy background • overuse of sound • too many words or pictures per slide • too small fonts
Software functions may include:	• backgrounds • colour schemes • creating templates • handout master • importing outlines from other applications • importing images and graphics • notes master • placeholders • slide master
Presentation features may include:	• animation • charts • graphics • headlines or titles • illustrations • logos • music • objects • pace • pictures • sound • text content • timing

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RANGE STATEMENT	
	• transitions • video clips
Advanced software features may include:	• agenda slides • presentation within a presentation - custom show
Designated time lines may include:	• organisational time line e.g. conference deadline requirements • timeline agreed with internal or external client • timeline agreed with supervisor or person requiring presentation
Presentation materials may include:	• handouts • outlines • overhead transparencies • paper printouts of presentation/slide show • speaker notes • 35 mm slides • world wide web documents
Storing presentations may include:	• authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies • security • storage in folders or sub-folders • storage on disk drives, USB, CD-ROM, backup tapes, server

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

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Co-requisite units

Co-requisite units		

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BSBITU305A Conduct online transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and investigate online service provider	1.1. Undertake online research to identify ***suppliers*** of required ***products***/***services*** 1.2. Assess service provider ***confidentiality***, ***security*** and ***privacy*** facilities in accordance with individual and organisational requirements 1.3. Assess potential products/services for authenticity
2. Perform online transactions	2.1. Confirm organisational requirements for products/services to be obtained 2.2. Ensure authentication information is secured in accordance with organisational requirements 2.3. Use appropriate online functions to obtain required products/services 2.4. Report any difficulties in accessing or using online facilities to the service provider 2.5. Complete transaction and ensure that products/services are received in accordance with terms of online transaction
3. Maintain records of online transactions	3.1. Maintain records of transactions in accordance with organisational policy, procedures and level of authority 3.2. Compare organisational records with online records and deal with irregularities according to organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Review online transactions	4.1. Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile 4.2. Make recommendations regarding continued or future use of online service provider, as supported by transaction history

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate with online service provider/s.
- literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures
- numeracy skills to work with and evaluate monetary figures
- technology skills to operate computer and software appropriate to transaction being performed.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- policies and procedures relating to use of the internet and online purchasing
- service provider requirements
- legal and ethical requirements relating to a range of online transactions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online purchasing.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of legal and ethical requirements relating to a range of online transactions • review of recommendations made regarding continued or future use of online service provider.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other information and communications technology units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Suppliers may include:	• banks or other financial institutions • e-auction • e-brokerage service • e-mail • e-procurement service • e-shop • third party marketplace
Products*/*services may include:	• financial services • goods • insurance • loans • shares

Confidentiality*, *security and privacy may include:	• access to independent reviews of financial services such as:
	  • Australian Competition and Consumer Commission (ACCC)
	  • Financial Planning Association of Australia (FPA)
	• authentication services
	• disclaimers
	• firewall protection
	• jurisdiction
	• level of encryption
	• limit of liability
	• personal identification number (PIN)
	• physical site security of web server
	• receipting
	• terms and conditions of website use
	• use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site
	• user name and password
	• warranties

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU306A Design and produce business documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Select and use appropriate ***technology*** and ***software*** applications to produce required ***business documents*** 1.2. Select layout and style of publication according to information and ***organisational requirements*** 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organisational requirements 2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information 2.3. Use a range of ***functions*** to ensure consistency of design and layout 2.4. Operate ***input devices*** within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organisational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to

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ELEMENT	PERFORMANCE CRITERIA
	avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. ***Name*** and ***store*** document in accordance with organisational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- keyboarding and computer skills to complete a range of formatting and layout tasks
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- numeracy skills to access and retrieve data
- problem-solving skills to determine document design and production processes.

Required knowledge

- appropriate technology for production requirements
- functions and features of contemporary computer applications
- organisational policies, plans and procedures
- organisational requirements for document design e.g. style guide.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of style guides and organisational procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final printed documents • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of software applications.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Technology may include:	• computers • photocopiers • printers • scanners
Software may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organisational requirements may include:	• budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions may include:	• alternating headers and footers • editing • merging documents

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RANGE STATEMENT	
	• spell checking • table formatting • using columns • using styles
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Naming documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing documents may include:	• storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU307A Develop keyboarding speed and accuracy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop keyboard skills with speed and accuracy using touch typing techniques.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and are required to enter text and data with speed and accuracy. On successful completion of this unit, individuals must be assessed in accordance with the current version of AS 2708: 2001 and issued with a speed statement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use safe work practices	1.1. Adjust workspace, furniture and equipment to suit ***ergonomic requirements*** of the user 1.2. Ensure ***work organisation*** meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha or numeric keyboard functions 2.2. Apply ***touch typing technique*** to complete tasks 2.3. Develop ***speed and accuracy*** in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, ensure errors are corrected and complete a final accuracy check

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• keyboarding skills to enter text and numerical data • literacy skills to read, proofread and edit documents • numeracy skills to collate and present data, graphs and annotated references.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • privacy laws
  • copyright
  • OHS.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • producing word processed documents • typing with 98% accuracy assessed under test conditions in line with the current version of AS 2708:2001 Keyboarding speed tests • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of word processed documents and organisational style guides • that it is in accordance with the current version of AS 2708:2001 Keyboarding speed tests, which specifies the test material, the equipment, the environment and how to conduct and score the test • that a speed statement be issued to individuals assessed as competent against the unit.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of outcomes of keyboarding speed tests • review of documents for accuracy • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • word processing units • other units that include requirements to enter text or numerical data.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation may include:	• exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing

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RANGE STATEMENT	
Touch typing technique may vary according to:	• level of competency of operator • workplace requirements
Speed and accuracy must be:	• consistent with degree of experience of operator • relevant to level of responsibility

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU309A Produce desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. ***Design*** content ***structure and layout*** to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure ***consistency of design and layout*** 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements
4. Finalise desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. ***Name and store*** text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of document design and layout principles • producing desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources in a workplace or simulated environment • access to samples of relevantworkplace desktop published documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organisational and task requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles

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RANGE STATEMENT	
	• observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • templates
Design may include:	• balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout may include:	• boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout may include:	• annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacings • font styles and point size
Naming and storing documents may include:	• authorised access • file and folder names which identify requirements such as the operator, author, section or date • filing locations • file names according to organisational procedure • file names which are easily identifiable in

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RANGE STATEMENT	
	relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROM, tape back-up to server
Designated time lines may include:	• time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU402A Develop and use complex spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require skills in the creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop spreadsheet	1.1. Organise personal work environment in accordance with ***ergonomic requirements***
	1.2. Analyse task and determine specifications for spreadsheets
	1.3. Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements
	1.4. Apply ***work organisation strategies*** and ***energy and resource conservation techniques*** to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise ***spreadsheet design*** software ***functions*** and ***formulae*** to meet identified requirements
	2.2. Link spreadsheets in accordance with software procedures
	2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications
	2.4. Test formulae to confirm output meets task requirements
3. Automate and standardise	3.1. Evaluate tasks to identify those where automation

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ELEMENT	PERFORMANCE CRITERIA
spreadsheet operation	would increase efficiency 3.2. Create, use and edit ***macros*** to fulfil the requirements of the task and automate spreadsheet operation 3.3. Develop, edit and use ***templates*** to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1. Enter, check and amend data in accordance with organisational and task requirements 4.2. ***Import and export*** data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4. Preview, adjust and ***print*** spreadsheet in accordance with organisational and task requirements 4.5. ***Name and store spreadsheet*** in accordance with organisational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	5.1. Determine style of ***graph*** to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2. ***Create graphs*** with labels and titles from numerical data contained in a spreadsheet file 5.3. Save, view and print graph within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work • proofreading and editing skills to check for accuracy and consistency of

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REQUIRED SKILLS AND KNOWLEDGE
information by consulting additional resources • numeracy skills to collate and present data, graphs and related references.
Required knowledge

• advanced functions of spreadsheet software applications
• impact of formatting and design on the presentation and readability of data
• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and software • access to samples of data for inclusion in spreadsheets.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

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RANGE STATEMENT	
Spreadsheet design may include:	• analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
Functions may include:	• basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
Formulae may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros may include:	• printing sections of a spreadsheet
Templates may include:	• font types and sizes • forms

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RANGE STATEMENT	
	• headers and footers • headings • page formats • reports
Importing and exporting data may include:	• proofreading • reformatting • split screen (if available)
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets may include:	• authorised access • file naming conventions • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server
Graphs may include:	• bar • line • pie • scatter • stack • 3D
Creating graphs may include:	• data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBMGT405A Provide personal leadership

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to display high levels of personal leadership and to be a role model within the work environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to staff who have a leadership role. It applies to the manner in which they conduct themselves, the initiative they take in influencing, assisting and guiding others, and to the way they manage their own role and responsibilities. Competence in this unit requires consistently high levels of self management and behaviours that exemplify the desired standards within the organisation. This involves the candidate earning the trust and respect of the team and acting as a role model at all times. This role is undertake by staff with managerial responsibility (people management or operational/ specialist management).

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Influence individuals and teams in a positive manner	1.1. Encourage, value and reward individual and team efforts and contributions 1.2. Promote accountability of work undertaken by individuals/teams by communicating roles, responsibilities and expectations clearly 1.3. Gain positive acceptance and support for information and ideas from the team
2. Make informed decisions	2.1. Gather and organise information relevant to the issue/s under consideration 2.2. Involve individuals/teams to actively participate in the decision making process 2.3. Determine preferred course of action after risks and options are examined and assessed 2.4. Communicate decisions to individuals/teams clearly

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ELEMENT	PERFORMANCE CRITERIA
	and in a timely manner 2.5. Prepare plans to implement decisions after agreement by relevant individuals/team 2.6. Monitor the implementation and impact of decision using reliable feedback processes
3. Enhance the image of the enterprise	3.1. Conduct business in a way that is consistent with ***enterprise standards and values*** 3.2. Note and promptly discuss with the appropriate person, any inappropriate values and standards exhibited within the organisation, using established communication channels 3.3. Consistently display a very high standard of ***personal presentation*** in line with organisational expectations and policies
4. Demonstrate high standards of personal and management performance	4.1. Contribute to developing a reputable organisation which has integrity and credibility, through personal performance and behaviours 4.2. Ensure standards of personal and management performance are consistent with enterprise requirements 4.3. Provide a positive role model for others through ***personal and managerial performance*** 4.4. Develop and implement plans in accordance with ***enterprise goals and objectives*** 4.5. Develop, set and monitor key performance indicators and targets within the team/enterprise business plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to encourage and develop team members effectively
- communication skills to conduct effective informal and formal meetings, to communicate effectively with personnel at all levels, and to provide effective feedback
- effective goal setting skills to be able to set realistic but challenging goals for team

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REQUIRED SKILLS AND KNOWLEDGE
members • interpersonal skills to establish rapport and to build relationships with clients, team members and stakeholders • leadership skills to gain the trust and confidence of colleagues and clients • literacy skills to communicate and articulate information and ideas clearly and effectively • organisational skills to lead the team in a methodical and organised manner and in line with to agreed timeframes • problem-solving skills to resolve problems in a systematic and positive manner and to create innovative and effective solutions • team building skills to effectively develop team spirit and morale.
Required knowledge
• coaching and mentoring techniques • continuous improvement techniques and processes • enterprise culture and values • enterprise mission, business goals and standards • enterprise policies, procedures and guidelines • operational environment - customer base, company products and services • performance management policies, procedures and systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • acquiring and using information to the best advantage for achievement of team/project performance goals • making decisions appropriate to the achievement of team performance goals • effectively managing work to achieve goals and results • introducing and monitoring practices to improve performance • undertaking effective consultation processes

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EVIDENCE GUIDE	
	• effectively using management information systems in the achievement of team performance goals and objectives • clearly and effectively communicating critical information to team, peers and management • promoting available learning methods to support team competence • knowledge of the organisational goals, values and objectives.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to relevant legislation, standards and guidelines • access to 360 degree feedback • access to documentation relating to continuous improvement initiatives, development plans and training plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of leadership style and effectiveness in the work environment • review of 360 degree feedback • review of performance management, development planning, training and team meeting minute documentation • oral and/or written questioning to assess knowledge of organisational goals, values and objectives • review of leader's self-assessment of leadership effectiveness and self-awareness.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Enterprise standards and values may include:	• code of conduct (behaviours) • compliance with regulatory and legislative requirements • customer service charter • enterprise quality and continuous improvement processes and standards • ethical standards established by the enterprise • policies and procedures • values of the organisation • vision and mission statement
Personal presentation may include:	• body language • conduct • dress standards • language • punctuality
Personal and managerial performance may include:	• way the candidate manages the performance and behaviours of team members and teams • way the candidate self manages own performance and behaviours
Enterprise goals and objectives may include:	• company business objectives • company standards and values • productivity and profitability objectives and targets

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop operational plan	1.1. Research, analyse and document ***resource requirements*** and develop an operational plan in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Develop and/or implement ***consultation processes*** as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of ***key performance indicators*** to measure organisational performance 1.4. Develop and implement ***contingency plans*** at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist

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ELEMENT	PERFORMANCE CRITERIA
	advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the ***organisation's policies***, ***practices and procedures***
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from ***designated persons***/***groups*** 3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to access and use workplace information and to write a succinct and

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REQUIRED SKILLS AND KNOWLEDGE
practical plan • technology skills to use software to produce and monitor the plan against performance indicators • planning and organisational skills • coaching skills to work with people with poor performance • numeracy skills to allocate and manage financial resources.
Required knowledge
• models and methods for operational plans • budgeting processes • alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of budgeting processes • review of operational plan, key performance

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EVIDENCE GUIDE	
	indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resource requirements may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, colleagues and specialist resource managers may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
Consultation processes may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of

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RANGE STATEMENT	
	consultation • meetings, interviews, brainstorming sessions
Operational plans may also be termed:	• action plans • annual plans • management plans • tactical plans
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
Designated persons/***groups*** may include:	• groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members

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RANGE STATEMENT	
	• other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2. Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to ***stakeholders*** 1.3. Ensure that change and improvement processes meet ***sustainability requirements*** 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5. Ensure that insights and experiences from business

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ELEMENT	PERFORMANCE CRITERIA
	activities are captured and accessible through ***knowledge management systems***
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include ***recording of work team performance*** to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills tocommunicate opportunities for improvement • learning skills to coach and mentor staff, using a range of methods to cater for different learning styles • innovation and lateral thinking skills to design better ways for achieving work outcomes • planning skills to establish and monitor systems and process for continuous improvement • teamwork and leadership skills to gain the confidence and trust of others
Required knowledge
• continuous improvement models • knowledge management systems • quality systems • sustainability principles

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models • monitoring performance and customer service.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observationof presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative • evaluation of how customer-service strategies were communicated to stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
Systems may refer to:	• forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions and employee groups.
Sustainability requirements may	• addressing environmental and resource sustainability initiatives, such as environmental management systems,

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RANGE STATEMENT	
include:	action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Knowledge management systems may include:	• best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring • performance management • post-project reviews • proximity and architecture

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RANGE STATEMENT	
	• social software • storytelling.
Operational progress may refer to:	• customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
Recording of work team performance may include:	• annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBMGT608C Manage innovation and continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people with managerial responsibilities, including for building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation. Links may be made between continuous improvement and formal quality systems, such as International Organization for Standardization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace. Innovation is seen as an important attitude and set of practices, which should be fostered by people working at this level in teams and across the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review programs, systems and processes	1.1. Establish strategies to monitor and evaluate performance and ***sustainability*** of key systems and processes 1.2. Undertake detailed analyses of ***supply chains***, and operational, product and service delivery systems 1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4. Analyse ***performance reports*** and variance from plans for key result areas of the organisation 1.5. Identify and analyse changing trends and opportunities relevant to the organisation 1.6. Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities

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ELEMENT	PERFORMANCE CRITERIA
2. Develop options for continuous improvement	2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2. Foster creative climate and organisational learning by promoting interaction within and between work groups 2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems 2.5. Undertake risk management and cost-benefit analysis for each option or idea approved for trial 2.6. Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1. Promote continuous improvement and sustainability as essential to doing business 3.2. Address impact of change and consequences for people, and implement transition plans 3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4. Implement contingency plans in the event of non-performance 3.5. Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively 3.6. Ensure that learnings from activities are captured and managed to inform future work 3.7. Regularly evaluate continuous improvement systems and processes 3.8. Communicate costs and benefits of innovations and improvements to relevant groups and individuals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

• analytical skills to identify improvement opportunities in relation to:
  • concepts and ideas developed
  • services or products delivered
• flexibility and creativity skills to think laterally
• learning skills to develop options for continuous improvement
• teamwork and leadership skills to foster a commitment to quality and an openness to innovation

Required knowledge
• cost-benefit analysis methods • creativity and innovation theories and concepts • organisational learning principles • quality management and continuous improvement theories • risk management • sustainability practices

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept that exhibits creative thinking and offers the possibility of benefiting the organisation • demonstration of how the concept or idea was introduced, tested and evaluated,which does not have to have been shown to work or to be adopted by the business • application of knowledge of quality management and continuous improvement theories.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of creativity and innovation theories and concepts • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation • review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Sustainability may include:	• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use,

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RANGE STATEMENT	
	recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Supply chains include:	• network of facilities that procures raw materials, transforms them into intermediate products or services and then finished goods or service, and delivers them through a distribution system • procurement, production and distribution, viewed as interlinked not as discrete elements.
Performance reports may include:	• budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBMGT617A Develop and implement a business plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers. Business plans are critical tools for business growth and development. They will vary depending on the needs of the organisation. This unit covers the typical elements of a business plan and the standard approaches to be used in implementing a business plan. The business plan should be supported by a strategic plan, and may also be supported by a marketing plan and cash flow forecasts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop business plan	1.1. Review and evaluate pre-existing ***strategic***, ***business and operational plan***, if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with ***key stakeholders*** 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop ***performance objectives and measures*** through consultation with key stakeholders 1.6. Identify financial, human and physical resource requirements for the business 1.7. Consider any permits or licences that may be required for new activity 1.8. Write ***business plan***

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor performance	2.1. Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2. Ensure skilled labour is available to implement plan 2.3. Test performance measurement systems and refine, if necessary 2.4. Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5. Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1. Analyse performance reports against planned objectives 3.2. Review performance indicators and refine if necessary 3.3. Ensure groups and individuals contributing to under-performance are ***coached***, and provide training where appropriate 3.4. Review system processes and work methods regularly as part of continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and research skills to review the market, to research competitors and to review pricing structures • coaching and communication skills to remediate any under-performance in the work group or individuals • planning and organising skills to sequence activities and to develop a logical structure.
Required knowledge
• performance measurement approaches and benchmarking • options for developing business plans.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of a range of business plans • implementation of a business plan including evaluation of performance against documented indicators in key results areas • knowledge of performance measurement approaches and benchmarking.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of business plans and their outcomes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of options for developing business plans • review of development of performance objectives and measures • review of how business plan was communicated to all relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Strategic**, **business and operational plan may include:	• previously formulated:
	  • action plan
	  • business goals
	  • competitor analysis
	  • financing arrangements or financial targets
	  • management arrangements and/or personnel requirements
	  • marketing approaches
	  • product or service research or analysis

Key stakeholders may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
Performance objectives and measures may relate to:	• efficiency measures • input measures such as staff time or dollars allocated • outcomes measures • qualitative indicators such as feedback from customers, effect on the wider market or competitors, staff reports • quantitative indicators, such as numbers produced and sold, turnover, customer satisfaction ranking, lower staff turnover

Business plan includes:	• description of the business
	• business products and services
	• marketing activity
	• financial indicators
	• productivity and performance targets for key result areas such as:
	  • community awareness or branding
	  • environmental impact

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RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
Coaching refers to:	• informal on-the-job and off-the-job advice and training to improve performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target	2.1. Evaluate ***approaches*** to determining and describing

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ELEMENT	PERFORMANCE CRITERIA
market	the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and people with diverse abilities
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• literacy skills to prepare reports and to interpret internal and external marketing information
• research skills to identify and analyse market segments and target markets.

Required knowledge

• Australian Marketing Institute Code of Professional Conduct
• data collection and analysis techniques
• industry knowledge including:
  • components of the marketing mix
  • elements of marketing planning
• marketing communications concepts and processes
• organisational structures, roles, responsibilities, business and marketing plans
• product and service standards and best practice models
• relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
• statistical terms used by the Australian Bureau of Statistics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

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RANGE STATEMENT	

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation

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RANGE STATEMENT	
	• describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

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RANGE STATEMENT	

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning

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RANGE STATEMENT	
	• pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG412A Conduct e-marketing communications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare electronic advertisements for use in Internet, email or facsimile marketing communications, and to evaluate their effectiveness in achieving marketing objectives. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in advertising, public relations, marketing or promotional roles who are required to use electronic communications and existing business websites to effectively convey marketing communications and achieve marketing objectives in accordance with marketing or e-marketing plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare electronic advertisements	1.1. Choose ***media*** for ***electronic advertisements*** in accordance with the organisation's marketing (or e-marketing) strategy 1.2. Select multiple marketing channels to optimise marketing effort 1.3. Ensure copy and design elements communicate the desired image, features and benefits of the products or services, and suit the characteristics of the chosen media 1.4. Position and size each element of the advertisement to achieve balance and focus 1.5. Ensure typeface selections suit the product, the chosen media and the central message of the advertisement, and that the layout achieves balance in its elements including white space and margins 1.6. Ensure any added sound, animation or graphics enhance the content of advertisements and do not distract from the message 1.7. Ensure advertisements meet the requirements of the marketing strategy and ***legal and ethical requirements***

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ELEMENT	PERFORMANCE CRITERIA
2. Use business website as e marketing tool	2.1. Identify website marketing objectives in the organisation's marketing (or e-marketing) strategy and plan 2.2. Ensure the website design meets objectives and conveys the required image of the business and the features and benefits of its products or services 2.3. Ensure the website content, site map, navigation buttons, frames and multiple pages are in accordance with the marketing strategy and plan 2.4. Ensure the website incorporates data recording, contacts and feedback mechanisms to allow evaluation of the website as a marketing tool
3. Use electronic marketing	3.1. Identify the required media vehicles and website hotlinks for electronic advertisements, and negotiate contracts for website development where necessary to meet the requirements of the marketing strategy, budget and legal and ethical requirements 3.2. Promote marketing channels to identified target market segments 3.3. Place or disseminate electronic advertisements in accordance with the marketing strategy, media contracts and legal and ethical requirements
4. Monitor and evaluate results of e marketing	4.1. Monitor the transmission of the electronic advertisements or other e-marketing products and rectify any errors or omissions 4.2. Develop ***measures of effectiveness*** for e-marketing advertisements and monitor effectiveness 4.3. Evaluate the effectiveness of e-marketing advertisements against measures of effectiveness and record outcomes in accordance with organisational requirements 4.4. Use outcomes of evaluation activities and other feedback from marketing channels to plan for improvements to electronic marketing strategies and products

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- creativity and innovation skills for graphic and multimedia design to create advertisements
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to interpret marketing, advertising and creative requirements and create e-advertisements
- technology skills to use a range of computer equipment and software used in conducting electronic marketing, accessing the Internet and using multimedia applications

Required knowledge

- overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as:
  - Australian Direct Marketing Association Limited (ADMA) DirectMarketingCodeofPractice
  - confidentiality requirements
  - copyright laws
  - defamation laws
  - FACTS (Federation of Australian Commercial Television Stations) codes
  - OECD International Guidelines for Consumer Protection in the Context of Electronic Commerce
  - Australian Government's PolicyFrameworkforConsumerProtectioninElectronicCommerce and the AustralianE-commerceBestPracticeModel
  - PrivacyAct1988 (Cth)
  - sweepstakes regulations
  - TradePracticesAct1974(Cth)
  - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
- industry products and services knowledge
- intellectual property requirements
- organisational structure, roles and responsibilities
- principles of marketing and advertising
- software applications used in conducting electronic advertising and marketing

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing at least one electronic advertisement for a product or service using electronic media to convey marketing communications consistent with an organisational marketing strategy and objectives • monitoring and evaluating the results of electronic advertisements and marketing.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of electronic advertisements created and appropriateness of media used for the products or services • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of electronic advertisements • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members or colleagues.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • advertising units • other marketing units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Media may include:	• bulletins • chat rooms • email • facsimiles • websites
Electronic advertisements may include:	• auto responders • banner exchanges • bulk email • e-zine (electronic magazine distributed or accessed via a file server) and webzine (web-site distributed electronic magazine) advertising • e-zine and webzine publishing as a marketing tool • FFA sites • free or paid classifieds • news groups • search engine submission • web rings
Legal and ethical requirements may include:	• codes of practice • confidentiality • cultural expectations and influences • ethical principles • legislation • policies and guidelines • privacy • regulations • social responsibilities e.g. protection of children, environmental considerations • societal expectations
Measures of effectiveness may include:	• attitude measurements • awareness measurements • customer satisfaction ratings

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RANGE STATEMENT	
	• inquiry measurements • media vehicle audience measurements • opinion measurements • readership measurements • recall measurements • sales measurements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG509A Implement and monitor direct marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and evaluate the effectiveness of direct marketing activities in accordance with an organisation's marketing plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in marketing management roles who are responsible for managing a team to implement direct marketing activities for a product or service. They may work in small, medium or large enterprises and across a variety of industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Allocate responsibilities for direct marketing activities	1.1. Critically analyse ***criteria for setting priorities*** for direct marketing activities, in accordance with marketing plan and organisational direct marketing requirements 1.2. Assemble ***required resources*** to conduct direct marketing activities 1.3. Brief staff and suppliers on their budgets, time lines, ***roles and responsibilities*** 1.4. Develop ***forms*** for conducting direct marketing activities and recording responses
2. Implement direct marketing activities	2.1. Schedule work on each campaign element according to lead times required for different ***media*** and in accordance with marketing plan 2.2. Ensure staff and suppliers meet agreed production schedule and budget 2.3. Identify any likely variations in production budget, raise with relevant persons as required and gain approval for variations 2.4. Make ***provisions to cover promotion over-performance*** 2.5. Implement direct marketing activities in accordance with direct marketing plan objectives 2.6. Ensure activities are implemented in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with ***legal and ethical requirements***
3. Monitor direct marketing activities	3.1. Record responses at ***regular intervals*** throughout the campaign 3.2. Identify and use ***evaluation criteria*** to determine campaign effectiveness 3.3. Determine whether campaign is over-performing 3.4. Implement new targets and procedures to capitalise on positive over-performance 3.5. Modify direct marketing activities to extinguish ***non-profitable over-performance***
4. Determine continuous improvement opportunities	4.1. Analyse ***success indicators*** of direct marketing campaign 4.2. Document campaign performance in accordance with organisational reporting requirements 4.3. Encourage team members to identify and propose ways to improve campaign performance 4.4. Determine, document and assign responsibilities for required improvements to future direct marketing campaigns

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to ensure required resources are obtained from team members and external suppliers
- literacy skills to prepare reports with complex concepts and ideas
- numeracy skills to analyse performance of direct marketing activities and to run campaign budgets
- organisational and time management skills to sequence tasks and to meet time lines
- teamwork skills to support a team involved in direct marketing activities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations, such as:
  - Australian Direct Marketing Association (ADMA) Direct Marketing Code of

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REQUIRED SKILLS AND KNOWLEDGE

Practice and 'Do Not Mail' and 'Do Not Call' service register
• Free TV Australia Commercial Television Industry Code of Practice
  • privacylaws
  • sweepstakes regulations
  • Trade Practices Act
• organisational policies and procedures
• software applications used in direct marketing activities such as databases.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • allocate responsibilities to team members and external suppliers for at least one direct marketing campaign • coordinate resources, tools and personnel required to implement direct marketing campaign • monitor and evaluate performance of direct marketing campaign • analyse campaign performance involving team at conclusion of campaign.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to marketing plan and past campaign performance data and information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • demonstration of direct marketing techniques in a workplace environment • direct questioning combined with review of

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EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on campaign performance • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG410A Test direct marketing activities • BSBMKG514A Implement and monitor marketing activities • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria for setting priorities may include:	• what needs doing first • what promises to deliver the highest return • what requires the greatest financial, human and other resources
Required resources may include:	• customer lists • data • databases • financial • software • staff
Roles and responsibilities may include:	• art direction • chasing data that has not been provided

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RANGE STATEMENT	
	• development of copy • development of design • media planning • media buying • obtaining lists
Forms may include:	• hard copy documents • digital offline (email) records • digital online (direct to database) records
Media may include:	• cable or satellite television • email • facsimile • free-to-air television • phone • print • website
Provisions to cover promotion over-performance may include:	• conducting thorough and rigorous sales forecasts • ensuring website can cope with high volume • having a buffer stock of product or service brochures or other promotional materials to cover better than expected response rates • taking steps to ensure availability of adequately trained call centre staff
Legal and ethical requirements may include:	• Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice • Free TV Australia Commercial Television Industry Code of Practice • privacy laws • state/territory regulations regarding sweepstakes • Trade Practices Act
Regular intervals may include:	• daily • hourly • three monthly • weekly

Evaluation criteria may include:	• average order size (units)
	• average order value (dollars)
	• calculating the total response in terms of:
	  • dollars
	  • orders

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RANGE STATEMENT	

	• units
	• cost per response
	• gross profit per attempted contact
	• response rate calculated as a percentage of attempted contacts such as:
	  • copies of publication distributed
	  • emails actually sent
	  • phones actually answered
	  • phones actually rung
	  • pieces actually mailed
	  • right party contacted
	• website click throughs
	• website visits

Non-profitable over-performance may include:	• customer service issues related to not following up leads quickly • excessive processing and fulfilment costs • low gross profit per contact • low margin • offer priced too low
Success indicators may include:	• customer satisfaction levels maintained or improved • materials delivered on time and within budget • number of responses and cost per response meeting budget • all tasks completed on time

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG510B Plan e-marketing communications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research, prepare and evaluate an organisational e-marketing plan that integrates electronic communications and website marketing in support of marketing objectives. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers working in advertising, public relations, marketing or promotional roles who plan electronic communications to effectively convey marketing communication messages and support achievement of marketing objectives.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare an electronic marketing strategy or plan	1.1. In consultation with ***relevant personnel***, determine electronic marketing ***purpose*** and objectives that reflect the organisation's strategy, direction and values 1.2. Develop an electronic marketing (e-marketing) strategy or plan that addresses the aims and targets of the organisation's existing business or marketing plan, and is consistent with organisational and budgetary requirements 1.3. Develop a ***value proposition*** for the e-marketing strategy or plan 1.4. Identify, cost and detail ***electronic marketing tools*** for the organisation and its products and services in the e-marketing strategy or plan 1.5. Identify and incorporate electronic marketing approaches, tools and strategies to reach target market and achieve objectives 1.6. Ensure e-marketing strategy or plan includes an action plan, schedule and budget estimates for developing and implementing electronic marketing strategies 1.7. Ensure e-marketing strategy or plan includes ***effectiveness measures*** and meets ***legal and ethical requirements***

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare and evaluate a website marketing strategy	2.1. Evaluate website marketing objectives to ensure they are consistent with e-marketing strategy or plan, and modify if required 2.2. Establish strategies for evaluation of the website as a marketing tool 2.3. Evaluate website design according to overall e-marketing strategy or plan to ensure the design projects required image of the organisation and conveys the features and benefits of products or services, and recommend modifications if required 2.4. Evaluate website data recording, contacts and feedback mechanisms as part of the website evaluation 2.5. Develop website marketing strategy in accordance with, and for inclusion in, e-marketing strategy or plan 2.6. Integrate website marketing strategy into the overall e-marketing strategy or plan 2.7. Evaluate effectiveness of website marketing strategy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills toimplement marketing strategies
- initiative and enterprise skills to identify marketing approaches, tools and strategies that meet organisation's objectives
- learning skills to:
  - evaluate a website marketing strategy
  - learn from this evaluation to improve the organisation's operations
- literacy and numeracy skills to:
  - interpret organisational and budgetary requirements
  - write electronic marketing plans or strategies
- planning and organising skills to plan e-marketing strategies
- technology skills to use a range of computer software and electronic equipment when conducting electronic marketing

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• characteristics of a range of electronic marketing tools and:
  • associated benefits for use with e-marketing
  • challenges with implementation, for example costs, and availability of technology
• overview knowledge of key provisions of relevant legislation that affect business operations, codes of practice and national standards, such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Australian Communications and Media Authority (ACMA)Australian eMarketing Code of Practice
  • Australian Marketing Institute Code of Marketing Practice
  • confidentiality requirements
  • copyright laws
  • defamation and libel laws
  • Federation of Australian Commercial Television Stations (FACTS) codes
  • Organisation for Economic Cooperation and Development (OECD) Guidelines for Consumer Protection in the Context of Electronic Commerce
  • Australian government's policy framework for consumer protection in electronic commerce and the Australian E-commerce Best Practice Model
  • Privacy Act 1988 (Commonwealth)
  • sweepstakes regulations
  • Trade Practices Act 1974 (Commonwealth)
• foundation principles of marketing communications, consumer behaviour and opportunities for electronic marketing

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • development of an e-marketing strategy or plan for at least one product or service, containing:

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EVIDENCE GUIDE	
competency in this unit	• action plan • schedule • costings • monitoring strategy • evaluation methods • development of a website marketing strategy for a product or service that meets overall organisational e-marketing objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • a workplace or simulated work environment • office equipment and resources • relevant organisational strategies and plans.
Method of assessment	The following assessment methods are appropriate for this unit: • assessment of reports outlining electronic and website marketing strategies and reports • review of portfolios of evidence and third-party workplace reports of the development of e-marketing and website marketing strategies • observation of presentations of strategies and plans • oral or written questioning about characteristics of e-marketing tools, and their benefits and challenges • review of case studies about e-marketing strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• business owners • in-house, outsourced or otherwise contracted personnel • management

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RANGE STATEMENT	
	• technology personnel.
Purpose may include:	• building and maintaining customer relationships through electronic communications • collecting direct responses • distributing information via internet • generating leads by attracting potential customers • internet advertising • online transactions.
Value proposition may include:	• benefits a company can derive from using electronic commerce • benefits a company's products or services provide to customers • consumer need that is being fulfilled.

Electronic marketing tools may include:	• electronic advertisements, such as:
	  • affiliate marketing
	  • auto responders
	  • banner exchanges
	  • bulk email
	  • directory listing
	  • e-zine and webzine publishing as a marketing tool
	  • free for all (FFA) sites
	  • free or paid classifieds
	  • news groups
	  • pop-up advertisements
	  • search engine submission
	• interactive TV
	• media, such as:
	  • bulletins
	  • chat rooms
	  • emails
	  • facsimiles
	  • websites
	• mobile technology, such as:
	  • 3G mobile phones
	  • personal digital assistants (PDAs)
	• online, such as:
	  • catalogues
	  • customer services

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RANGE STATEMENT	
	• press releases • surveys • web rings.
Effectiveness measures may include:	• attitude measurements • awareness measurements • customer satisfaction ratings • inquiry measurements • media vehicle audience measurements • opinion measurements • readership measurements • recall measurements • sales measurements.
Legal and ethical requirements may include:	• codes of practice, e.g. Australian eMarketing Code of Practice • confidentiality • cultural expectations and influences • ethical principles • legislation • policies and guidelines • privacy • social responsibilities e.g. protection of children and environmentally sustainable practices • societal expectations.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

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Co-requisite units

Co-requisite units		

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BSBMKG605B Evaluate international marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate the international environment, to identify market factors and risks, and to assess the viability of international marketing opportunities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing or management personnel who are required to evaluate the international business environment in preparation for entering an international or export market for the first time, or to identify new marketing opportunities in markets in which their organisation already has a presence. This unit is different to BSBMKG501B Identify and evaluate marketing opportunities, which applies to senior marketing or general managers evaluating domestic marketing opportunities. While the underlying principles of the units are similar, this unit covers the increased complexity of the global business environment, and the cultural differences and international trade agreements to be addressed when conducting business internationally.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Review the global market environment	1.1. Assess international trade patterns and identify their likely importance for the business 1.2. Research ***international business and electronic commerce market factors*** and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business 1.3. Identify international markets operating under free trade or protectionist arrangements and estimate likely ease of entering and trading successfully 1.4. Identify ***international trade policies and agreements*** and estimate their likely impact on ***international marketing opportunities***
2. Assess international business and	2.1. Identify and analyse impact of economic, political, ***social and cultural factors*** affecting international

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ELEMENT	PERFORMANCE CRITERIA
electronic commerce market factors	market on international marketing opportunities 2.2. Investigate international market trends and developments to identify market needs relative to the business 2.3. Identify new and emerging business and electronic commerce markets, and assess opportunities to enter, shape or influence markets in terms of their fit with business goals and direction, and their likely contribution to the business
3. Identify risk factors for international marketing opportunities	3.1. Analyse and rate acceptability of political, financial stability and corruption ***risk factors*** for potential market 3.2. Analyse and rate acceptability of legal and regulatory requirements, and trade barriers for potential market 3.3. Relate risk factors to international business cycles in terms of ***economic conditions*** and estimate their impact on potential market
4. Investigate international business and electronic commerce marketing opportunities	4.1. Identify and analyse international marketing opportunities in terms of their likely fit with the organisation's goals and capabilities 4.2. Evaluate each opportunity to determine its impact on current business and customer base 4.3. Use an assessment of costs, benefits, risks and opportunities to determine financial viability of each marketing opportunity 4.4. Determine probable return on investment and potential competitors 4.5. Describe and rank marketing opportunities in terms of viability and likely contribution to the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to gather information and to communicate with cultural sensitivity

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REQUIRED SKILLS AND KNOWLEDGE

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian Standards and international standards, including those covering:
  - environmental matters
  - human rights
  - labour relations
  - packaging
  - risk management
- cross-cultural communication and negotiation styles relevant to the country or countries being considered for market entry or for further market penetration
- global and country specific economic, social and industry directions, trends, practices and techniques
- Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Guidelines for Electronic Commerce
- key provisions of relevant legislation from all forms of government, codes of practice and national and international standards that may affect aspects of business operations within Australia and internationally, such as:
  - anti-discrimination legislation
  - consumer laws
  - ethical principles
  - extra-territoriality provisions of the Trade Practices Act
  - foreign investment limits
  - labour laws
  - legal aspects of bilateral and multi-lateral trade agreements
  - privacy laws
  - taxation laws
  - World Trade Organization (WTO) dispute resolution system
- organisational business and marketing plans, products and services
- software applications used in conducting international electronic commerce.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• documenting and presenting an evaluation of various international marketing opportunities including:
	  • analysing the global business environment
	  • assessing social, cultural, political and economic factors impacting on the selection of which market opportunities to select
	  • conducting a risk assessment for each opportunity considered
	  • analysing the financial viability of selected international marketing opportunities

Context of and specific resources for assessment	Assessment must ensure: • access to information sources on countries and markets being considered for entry or further penetration • access to office equipment and resources • access to examples of previous international marketing evaluation documents, strategic plans and marketing plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on evaluation and selection of marketing opportunities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on market evaluation activities • observation of techniques used to identify and assess

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EVIDENCE GUIDE	
	risks, and to financially analyse possible market opportunities • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG606B Manage international marketing programs • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
International business and electronic commerce market factors may include:	• cost of funds • cultural and political groupings • currency exchange rates • customer service factors • distribution channels • geographical groupings • government assistance • growth factors • incentives • industrial structure • interest rates • investment rates • level of economic development • online customer groupings

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RANGE STATEMENT	
	• political systems • social and cultural factors • tariffs • technology and telecommunications infrastructure • trade groupings • trade relations with Australia • trade restrictions • virtual communities

International trade policies and agreements may include:	• customs unions
	• bilateral trade agreements such as:
	  • Australia-US Free Trade Agreement (AUSFTA)
	  • Singapore-Australia Free Trade Agreement (SAFTA)
	  • Thailand-Australia Free Trade Agreement (TAFTA)
	  • Australia-New Zealand Closer Economic Relations Trade Agreement (ANZCERTA)
	• multi-lateral trade agreements such as the WTO agreements for goods, services and intellectual property, including:
	  • agriculture
	  • air transport
	  • anti-dumping measures
	  • customs valuation methods
	  • financial services
	  • health regulations for farm products
	  • import licensing
	  • investment measures
	  • movement of natural persons
	  • preshipment inspection
	  • product standards
	  • rules of origin
	  • safeguards
	  • shipping
	  • subsidies and counter measures
	  • telecommunications
	  • textiles and clothing

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RANGE STATEMENT	
	• other multi-lateral trade agreements such as: • European Union trade regulations
International marketing opportunities may include:	• agents • direct investment • exporting • intermediaries • joint ventures • licensing • online business opportunities • strategic alliances
Social and cultural factors may include:	• behaviours • currency • customs • family role and status • language • legal system • political system • preferences • social values • traditions
Risk factors may include:	• available technology • communication systems • corruption risks • cultural factors • financial stability • language factors • legal and regulatory requirements • legal risks in selling goods and services online to the international market • logistics • political stability • resource availability, sustainability and management • resource capability and capacity • telecommunications infrastructure • trade barriers • transportation systems • work factors
Economic conditions may	• depression • prosperity

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RANGE STATEMENT	
include:	• recession • recovery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG606B Manage international marketing programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to formulate, assess, strategically manage, evaluate and improve international marketing programs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing or management personnel who are required to manage international marketing activities including evaluating international marketing opportunities, setting marketing objectives and determining the approach and operational structure for an organisation marketing internationally. Individuals undertaking this unit are also required to manage a team of people implementing international marketing opportunities, including monitoring, evaluating and improving activities as required. BSBMKG605B Evaluate international marketing opportunities, may be undertaken before or in conjunction with this unit.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Formulate international marketing objectives	1.1. Select viable international marketing opportunities and develop objectives that are consistent with the organisation's capabilities and resources 1.2. Identify measurable international marketing objectives that are consistent with the organisation's strategic direction, and identify the nature and extent of what is to be achieved in the international market 1.3. Formulate strategic objectives and related key performance indicators by product, service, country or ***international grouping***, and overall 1.4. Develop a ***risk management strategy*** to manage contingencies and ensure marketing objectives are met in accordance with overall organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Determine international marketing approach	2.1. Research international marketing opportunities and determine global or customised approaches for promotion of products or services 2.2. Evaluate options for choice of ***marketing approaches*** 2.3. Select a marketing approach that meets marketing objectives, international market conditions and consumer preferences
3. Determine operational structures	3.1. Evaluate business culture and consumer preferences, and identify compatible marketing structures 3.2. Identify options for ***operational marketing structure*** and rank them in terms of their ***strengths and weaknesses*** in servicing international markets 3.3. Choose an operational structure that best fits the international market and product or service
4. Manage international marketing performance	4.1. Communicate international marketing objectives across the organisation in ways suited to culture, customs, levels of knowledge, experience and needs of personnel 4.2. Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort 4.3. Develop a communication strategy to ensure that personnel responsible for each element of ***marketing mix*** work together to meet organisation's marketing objectives 4.4. Manage marketing effort to ensure it is directed towards areas of greatest potential for the organisation 4.5. Manage integration of marketing, promotional and any sales activities in accordance with international marketing objectives
5. Evaluate and improve international marketing performance	5.1. Monitor product, pricing and distribution policies in relation to market changes, objectives of marketing plan and organisational requirements 5.2. Monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met 5.3. Analyse, review and revise marketing outcomes and objectives 5.4. Analyse successes and performance gaps as to cause and effect, and use them to improve international

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ELEMENT	PERFORMANCE CRITERIA
	marketing performance 5.5. Analyse changes in market phenomena, and identify and document their potential impact on international marketing objectives 5.6. Document the review of marketing performance against key performance indicators in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to gather information and communicate with cultural sensitivity
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- numeracy and financial skills to determine budgets and financial viability of international marketing activities
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian E-commerce Best Practice Model
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Standards and international standards, including:
  - environmental standards
  - human rights
  - labour relations
  - packaging
  - risk management
- cross-cultural communication and negotiation styles relevant to the country/ies where international marketing activities take place

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REQUIRED SKILLS AND KNOWLEDGE

• global and country specific economic, social and industry directions, trends, practices and techniques
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations within Australia and internationally, such as:
  • anti-discrimination legislation
  • consumer laws
  • ethical principles
  • extra-territoriality provisions of the Trade Practices Act
  • foreign investment limits
  • labour laws
  • legal aspects of bilateral and multi-lateral trade agreements
  • privacy laws
  • taxation laws
  • World Trade Organization (WTO) dispute resolution system
• Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
• organisational business and marketing plans, products and services
• software applications used in conducting international electronic commerce.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• documenting and presenting:
	  • international marketing objectives
	  • selected marketing approach
	  • creation of an operational structure
	• effectively managing international marketing activities
	• monitoring and evaluating international marketing performance, and making any necessary adjustments

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EVIDENCE GUIDE	
	as required • formulating suggestions on how marketing activities could be affected in the future.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational strategic and marketing plans, and other relevant documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of performance management, financial risk or other management techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG603B Manage the marketing process • BSBMKG605B Evaluate international marketing opportunities • other marketing units • management units.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
International grouping may include:	• cultural groupings • geographical groupings • online virtual communities • political groupings • trade groupings
Risk management strategy may include:	• risk analysis • risk assessment and prioritisation • risk identification • risk maintenance • risk treatment and controls • risk evaluation • risk monitoring • monitoring risks • making adjustments to risk treatments and controls

Marketing approaches may include:	• customised
	• global
	• online
	• product or promotion adaptation
	• product or promotion standardisation
	• segmentation by criteria which are:
	  • behaviouristic
	  • demographic
	  • end use
	  • geographic
	  • operational
	  • psychographic

Operational marketing structure may include:	• export operation • global organisation • joint venture • licensing • multi-national organisation • online business operation • overseas branch • strategic alliance

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RANGE STATEMENT	
	• subsidiary company
Strengths and weaknesses may include:	• accessibility • distribution channels • financial factors • manufacturing capability • market capability • potential profit factors • research capability • resource commitment • risk control

Marketing mix may include:	• distribution
	• level of service
	• pricing
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features
	• promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMKG607B Manage market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for, manage and evaluate market research projects across an organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing professionals who are responsible for preparing market research plans for implementation, engaging external consultants, managing market research activity, and evaluating research processes and findings across an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare market research plans for implementation	1.1. Determine ***research policies and procedures*** 1.2. Develop or commission and review a market research project plan and detailed work plans to point of ***finalisation*** 1.3. Execute ***processes to obtain required resources*** to implement a market research project plan and work plans
2. Engage external consultants or service providers	2.1. Identify requirements for external consultants from market research project plan 2.2. Specify goods and services required to implement plans, and detail criteria for selection 2.3. Identify, evaluate and select potential consultants or other providers of required goods and services 2.4. Contract selected consultants or providers of goods and services
3. Manage market research activity	3.1. ***Monitor work plan activity*** to ensure adherence to market research project plan and work plans, and consistency with organisational market research policy and procedures 3.2. Manage external consultants or service providers to ensure performance is in line with expectations and contractual requirements
4. Evaluate research	4.1. Confirm validity of information and data obtained

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ELEMENT	PERFORMANCE CRITERIA
processes and findings	by market research 4.2. Review relevance and usefulness of findings against research objectives outlined in market research project plan 4.3. Assess performance of project against all relevant elements of market research project plan and work plans 4.4. Measure ***stakeholder*** satisfaction with research process and findings 4.5. Prepare reports on future improvements to research process 4.6. Implement revised policy and practices in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to establish rapport and build relationships with clients and external contractors; and to liaise with stakeholders
- creativity and innovation skills to design market research project plan
- information management skills to collate and extract relevant findings from information collected
- management skills to monitor work plans
- problem-solving skills to deal with complex planning and implementation
- leadership and teamwork skills to manage others within the organisation and external contractors conducting market research activity.

Required knowledge

- principles and practices of market research including:
  - data processing methods and data analysis techniques
  - project design to meet given budgets and other resource constraints
  - qualitative and quantitative research
  - design of samples
  - development and application of hypotheses
  - role of research in enterprise development

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REQUIRED SKILLS AND KNOWLEDGE

• use of survey instruments
• project management principles and practices including for:
  • consultation and stakeholder involvement
  • development of policies and procedures
  • methods of action to ensure performance
  • monitoring of time lines, budgets and other implementation plans
  • organisational procedures for engagement of consultants
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • confidentiality requirements
  • copyright laws
  • defamation laws
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• economic, social and industry directions, trends, and practices; organisational structures, roles, responsibilities and policies; industry product and service knowledge.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing at least one market research plan • developing specifications for research components outsourced to external consultants as appropriate • managing market research activities in accordance with organisational market research policy and procedures • evaluating research processes and findings against relevant market research project plan and work plans • preparing and presenting a report on market research

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EVIDENCE GUIDE	
	findings.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to previous market research plans and exemplars of market research project specifications.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports evaluating market research activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Research policies and procedures may include:	• measures taken to ensure quality of data and to set validity and reliability requirements

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RANGE STATEMENT	
	• occupational health and safety procedures, practices, policies and precautions • opportunities for involvement of enterprise staff and other stakeholders • performance indicators, targets and specifications • privacy and confidentiality guidelines, and ethical considerations • procedures to accurately document findings and to ensure accuracy is being attained • relevant national, state and local legislation
Finalisation may include:	• additional detail on any matter of operations that was not required for approved plans but is required for action by researchers or other relevant personnel
Processes to obtain required resources may involve:	• liaison and negotiation with key stakeholders • organisational procedures and requirements for obtaining resources • written and oral submissions for resources
Monitoring work plan activity may include:	• amending work plan if necessary • documenting what is required of researchers, by when and with what resources • conducting meetings, briefings or providing direct supervision • providing opportunities for feedback, support, advice and debriefing for research workers • developing and implementing procedures for regular reviews of progress
Stakeholders may include:	• Board • chief executive officer • management committee • marketing personnel • other managers • owners • production staff • senior management team • supervisors • team members

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBOHS606B Develop and implement crisis management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement the planning and management to prevent or mitigate the occupational health and safety (OHS) outcomes of a crisis. The focus is on the development of a number of management processes including emergency assessments, plans and preparation, analysis, monitoring, training and post incident support. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses knowledge, processes and techniques necessary for developing and implementing crisis planning where a 'crisis' is defined as an event with a potentially high consequence outcome in terms of personal injury or damage. Emergency preparedness and management is an important part of crisis management in that it addresses the elements of technical and tactical response. Crisis management involves a number of steps including threat analysis, crisis planning and crisis containment. Useful underpinning knowledge and skills for the OHS practitioner that support this unit are available from BSBOHS404B Contribute to the implementation of strategies to control OHS risk, BSBOHS405B Contribute to the implementation of emergency procedures, and BSBOHS504B Apply principles of OHS risk management.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify sources of risk	1.1. Establish the ***organisational context*** for ***crisis*** management 1.2. Investigate the ***environment*** to identify ***sources of risk***, ***elements at risk*** and ***vulnerability*** 1.3. Identify and consult relevant key personnel, appropriate ***specialist advisors*** and ***emergency response agencies*** in identifying sources of risk

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Develop an ***emergency sources of risk register***
2. Analyse and evaluate sources of risk	2.1. Access ***sources of information and data*** on risk and vulnerability within the context of existing control measures to ***characterise*** the risk 2.2. Identify and consult appropriate specialist advisors and agencies in analysing and evaluating sources of risk 2.3. Evaluate and prioritise risks for action
3. Advise on requirements for crisis management	3.1. Develop and document ***crisis management plan*** 3.2. Identify and document equipment needs 3.3. Identify and document emergency communication requirements and processes for internal and external ***stakeholders*** and ***resources*** 3.4. Identify and document liaison and communication processes with emergency response agencies and other external stakeholders 3.5. Identify and document training needs
4. Monitor and report on the effectiveness of crisis management	4.1. Regularly ***audit and review*** crisis management and develop and implement actions 4.2. Routinely check emergency response equipment for currency and functionality 4.3. Report to management on a regular basis, status of crisis management, including emergency response processes
5. Participate in the emergency control organisation	5.1. Structure the ***emergency control organisation*** so it acts to minimise consequences 5.2. Ensure understanding of and implement own role in, the emergency control organisation during an emergency 5.3. Undertake appropriate liaison with internal personnel and external agencies
6. Advise and support key personnel in the post response/recovery phase to minimise consequences	6.1. Ensure recovery phase procedures focus on minimising consequences to the people involved, the environment and the organisation 6.2. Identify and access ***external support and resource services*** as appropriate to assist recovery phase 6.3. Conduct debriefing, involving key personnel and external agencies as appropriate 6.4. Identify debriefing process areas requiring further attention 6.5. Disseminate appropriate ***reports*** internally and to

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ELEMENT	PERFORMANCE CRITERIA
	relevant external agencies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analytical skills to:
  • identify areas for improvement with OHS incidents
  • analyse relevant workplace information and data, and to make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems
  • contribute to the assessment of resources needed to systematically manage OHS and, where appropriate, access resources
• numeracy skills to evaluate a range of information and data formats including graphs, maps, matrices, technical reports
• research skills to:
  • access relevant OHS information and data to interpret information and data to identify areas for improvement
  • use information and data gathering techniques such as brainstorming, polling, interviewing
• communication skills to:
  • conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel

Required knowledge
• write policies, procedures and plans • use language and literacy skills appropriate to the workgroup and the task • issue instructions in an authoritative manner during unusual circumstances • consultation and negotiation skills to develop plans, and to implement and monitor designated actions • project management skills to achieve continuous improvement and change • organisational skills to manage own tasks within a timeframe • information technology skills to access and enter internal and external information and data on OHS and to use a range of media.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development and implementation of crisis management processes, either in an actual workplace or simulation exercise • products developed for implementing crisis management plans • how these products were developed and use of these products • knowledge of emergency-specific requirements under relevant legislation, codes of practice and standards including hazardous substances, dangerous goods and environment protection.
Context of and specific resources for assessment	Assessment must ensure: • access to scenario resources • access to regular training and planning emergency rehearsals • access to office equipment and resources • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • demonstration of techniques used develop and implement crisis management processes • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of principles of effective liaison with emergency services personnel including ensuring that there is no interference or hindrance to their action • review of authenticated documents from the

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EVIDENCE GUIDE	
	workplace or training environment • evaluation and prioritisation of risks for action • review of crisis management plan • assessment of emergency sources of risk register.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS404B Contribute to the implementation of strategies to control OHS risk • BSBOHS405B Contribute to the implementation of emergency procedures • BSBOHS504B Apply principles of OHS risk management • other OHS units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational context may include:	• arrangements or industry/community partnerships • hazards to which the organisation is exposed • legislation under which the organisation operates • operating environment which may be influenced by political, industrial or other internal or external factors
Crisis may include:	• emergencies requiring evacuation • explosion and bomb scares • external emergencies such as flood, storm and traffic accident impacting on organisation • fires and explosions • hazardous substance spills • internal emergencies such as loss of power or

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RANGE STATEMENT	
	water supply • security emergencies such as armed robberies, intruders and disturbed persons • serious injury events

Environment may include:	• conditions or influences that are part of, surround or interact with, the organisation such as:
	  • built environment (buildings and other assets)
	  • physical environment (natural environment including topography, water bodies and vegetation)
	  • social environment (including people interactions, internal and external politics, economic and culture)

Sources of risk may include:	• biological hazards • civil/political hazards including civil/political unrest, terrorism, sabotage and hostage • management activities and controls including deficiencies in areas of non compliance with internal management systems, legislation, and agreements/contracts • natural hazards and/or disasters • technological hazards (failure of technology)
Elements at risk may include:	• assets • commercial reputation and goodwill • environment • people • quality of life
Vulnerability may include:	• degree of susceptibility and resilience of the organisation and the environment to the risk, which is influenced by the characteristics of the organisation in terms of its capacity to anticipate, cope with and recover from the crisis

Specialist advisors may include:	• specialists in emergency management, evacuation, fire, security and safety who use advanced techniques such as:
	  • Hazard and Operability Studies (HazOps)
	  • Management Oversight and Risk Tree (MORT)

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RANGE STATEMENT	
	• computer modelling • scenario analysis
Emergency response agencies may include:	• fire • police • ambulance • State Emergency Services (SES) • government departments • OHS authorities
Emergency sources of risk register may include:	• comprehensive list of events or conditions to be evaluated, their location, together with a range of possible scenarios or circumstances under which a crisis may occur • crisis risk management documentation such as risk assessments
Sources of information and data may include:	• enforcement notices and actions • inspection and incident records • international and national standards, codes of practice and guidelines • material safety data sheets (MSDSs) • organisational records and files • research literature • specialist advisors
Characteristics of the risk may include:	• significant features of the sources of risk such as: • area affected • duration • impact, taking account of the coping capacity of the organisation • intensity • likelihood • perceptions of severity • speed of onset
Crisis management plan may include:	• crisis risk management documentation, such as: • communications strategies • identification of issues • risk assessments/evaluations • risk management team lists • risk registers • treatment strategies

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RANGE STATEMENT	
	• vulnerability profiles • initial response instructions for various roles/areas • policy, emergency response structure • program review and monitoring processes • resource inventory for response and recovery • responsibility and authority of individual roles • training requirements • warning systems
Stakeholders may include:	• external stakeholders such as local community (directly or via the media), representatives of special interest groups, insurance agencies, OHS regulators, local government and other relevant statutory bodies • internal stakeholders such as the board of management, managers, employees (and their families), contractors, visitors and others on site
Resources may include:	• community support agencies • personnel and equipment

Audit and review may include:	• evaluation of ongoing relevance of emergency and crisis plans considering likelihood and consequences of risks
	• analysis of the organisation to respond considering factors such as:
	  • available resources
	  • effectiveness of training, knowledge and skills of key personnel

Emergency control organisation may include:	• structured group within the organisation that includes roles such as emergency controller, communications recorder, media liaison and employee support personnel
External support and resource services may include:	• agencies such as Red Cross, government health departments, State Emergency Service and local government • community liaison and reference groups • counselling services • employer associations • local, non-official sources • unions
Reports may include:	• assumptions

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RANGE STATEMENT	
	• decisions and recommendations for action • evaluation of preparedness • information sources • objectives • previous reports, records and registers • responsibility and resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBPUB401A Develop and apply knowledge of public relations industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research, analyse and apply knowledge of the various components of the public relations industry, including legal and ethical constraints and strategic communications management planning. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in entry level public relations positions who need to apply knowledge of the structure, organisation and functioning of the public relations industry in order to effectively conduct strategic communications.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the public relations industry	1.1. Seek information on the ***structure and operation*** of the public relations industry 1.2. Identify and access sources of information on the public relations industry 1.3. Obtain information on ***public relations industry sectors***, ***associations***, ***networks and societal role*** 1.4. Identify and access information on ***key stakeholders*** 1.5. Apply industry information appropriately in everyday activities related to typical work roles
2. Identify industry employment obligations and opportunities	2.1. Obtain information on employment obligations and opportunities in relation to the public relations industry 2.2. Apply information on employment opportunities and obligations in everyday activities related to typical work roles
3. Conduct strategic communications management planning	3.1. Establish purpose and processes for ***setting objectives*** in the workplace 3.2. Identify and apply appropriate ***planning and measurement tools*** to workplace objectives 3.3. Develop critical success factors for the

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ELEMENT	PERFORMANCE CRITERIA
	communications
4. Update industry knowledge	4.1. Conduct formal and informal research to update general knowledge of the industry continuously 4.2. Monitor current issues of concern to the industry 4.3. Share updated knowledge with client and colleagues 4.4. Incorporate updated knowledge into everyday activities related to typical work roles

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills such as questioning, active listening, clarifying and asking open questions
- culturally appropriate communication and interpersonal skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret business and market data and write reports in a range of styles and for a range of audiences
- numeracy skills to analyse quantitative data
- research and evaluation skills to gather and record information about clients, organisations, target audiences, and the media
- technology skills to use a range of office equipment and information systems.

Required knowledge

- current issues and trends which affect the public relations industry
- overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as:
  - anti-discrimination legislation and the principles of equal opportunity, equity, and diversity
  - copyright
  - defamation and libel
  - ethical principles
  - Australian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice
  - FACTS (Federation of Australian Commercial Television Stations) codes

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • TradePracticesAct1974 (Cth) • industry structures and networks • organisational and client operating environments, structures and business and marketing plans • principles and practices of marketing communications and media strategies.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • reporting on the public relations industry structure and its role in society and in a particular organisation • developing a stakeholder analysis relevant to a particularorganisation • reporting on the current issues affecting the public relations industry.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports about the public relations industry, structure, function and role in society • assessment of a stakeholder analysis conducted by the candidate • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations by the candidate about the public relations industry • oral or written questioning

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers • tests of knowledge on the structure and functioning of the public relations industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUB402A Develop public relations campaigns • BSBPUB403A Develop public relations documents • other marketing or public relations units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Structure and operation of the public relations industry may include:	• public relations practitioners in the following sectors:
	  • corporate
	  • government
	  • not-for-profit
	• public relations consultancies

Public relations industry sectors, ***associations***, ***networks and societal role*** may include:	• business associations • client networks • distribution channels • industry markets • industry relationships • local or regional characteristics • major industry bodies and associations • role and significance of an industry or sector
Key stakeholders may include:	• community groups • contractors

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RANGE STATEMENT	
	• general public • government departments • industry associations • investors • management • media • organisations • politicians • public service • staff • unions
Setting objectives may include:	• developing 'SMART' objectives • using key performance indicators
Planning and measurement tools may include:	• action plans • flow charts • four-step PR planning process • Gantt charts • key performance indicators • PERT • reviews of action plans • risk management plans • SMART objectives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Public Relations

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Co-requisite units

Co-requisite units		

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BSBPUB403A Develop public relations documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, produce and edit public relations documents for various target audiences, and to evaluate their effectiveness in the marketplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in public relations roles who are required to develop various marketing communication documents. Typically they would do this as part of a team working on a public relations campaign.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research appropriate public relations documents	1.1. Research ***previous communication documents*** for tone, content and style 1.2. Research previous ***communication media*** and media distribution channels using ***appropriate methods*** 1.3. Research and analyse existing evaluation data 1.4. Conduct research about ***target public***, clients or relevant organisations
2. Plan production of communication document	2.1. Identify and segment the ***target public*** 2.2. Identify and agree upon communication objectives, messages and processes with other team members or supervisors in accordance with organisational procedures 2.3. Ensure communication message is related to organisational strategic objectives and operational plans 2.4. Identify and gain agreement on appropriate ***communication media*** and media channels to send communication message 2.5. Identify and agree upon processes to test the success of planned public relations communications 2.6. Determine outsourcing resources, and provide input into developing timelines and costs

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ELEMENT	PERFORMANCE CRITERIA
	2.7. Identify ***legal and ethical constraints*** impacting on communication message
3. Create and edit public relations documents	3.1. Design and write ***communication*** documents in accordance with organisational objectives which effectively communicate issues, policies and practices of the organisation to target audiences 3.2. Scan documents to ensure compliance with ***legal and ethical requirements*** and proofread to identify and correct errors 3.3. Assess appropriateness of the style and tone of text for the ***target public*** and carry out structural ***editing*** to ensure the document flows logically 3.4. ***Edit*** the document to ensure its scope and format is in accordance with the organisation's strategic communications plan and complies with house style 3.5. Seek feedback from ***appropriate personnel*** on content of public relations documents following proofreading 3.6. Test document and amend it in response to feedback 3.7. Determine and agree upon modifications and incorporate into final draft
4. Implement and evaluate public relations documents	4.1. Forward any required document to outsourced resources within scheduled timelines 4.2. Distribute document in accordance with scheduled timelines using appropriate public relations publications to communicate and promote the goals of the organisation 4.3. Gather feedback and regularly monitor the effectiveness of distributed documents using ***appropriate evaluation methods*** 4.4. Evaluate results of public relations documents against communication, organisational or client objectives 4.5. Record and file evaluation results and any improvement recommendations for future reference

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information management skills to retrieve, record and store public relations documents
- literacy skills sufficient to write public relations documents in a range of styles and tones for a range of target publics and audiences
- organisational and time-management skills to sequence tasks and meet timelines
- research and data collection skills to analyse previous communication documents and to identify relevant information relating to the client, target public, audience and organisation
- technology skills to use a range of office equipment such as computers and software such as word processing.

Required knowledge

- current issues or trends which affect the public relations industry
- overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations, such as:
  - anti-discrimination legislation and principles of equal opportunity, equity and diversity
  - copyright
  - defamation and libel laws
  - ethical principles such as those outlined in the Public Relations Institute of Australia Code of Ethics and the Australian Journalists Association Code of Ethics
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Code of Practice
  - privacy laws
  - TradePracticesAct1974 (Cth)
- industry structures, networks within the public relations industry
- organisational and client operating environments, structures and business and marketing plans
- principles and practices of marketing communications and media strategies.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • researching, designing, developing, testing, implementing and evaluating a range of public relations documents intended to communicate different concepts to for different audiences.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of examples of public relation documents • demonstration of document testing techniques • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUB402ADevelop public relations campaigns • other marketing or public relations units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Previous communication documents may include:	• annual reports • brochures • community service announcement scripts for radio or television • direct mail letters • flyers • media releases • newsletters • position papers • press kits • speeches • organisational, marketing and public relations strategic plans
Communication media may include:	• biographical sketches • brochures • direct mail letters • fact sheets • flyers • media releases • position papers • speeches
Appropriate methods may include:	• content analysis • focus groups • interviews • secondary resource information • surveys
Target public, as the audience for the communication, may include:	• community groups • contractors • general public • government departments • industry associations • investors • management • media • organisations

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RANGE STATEMENT	
	• politicians • public service • staff • unions

Legal and ethical constraints may include:	• codes of practice, codes of ethics
	• cultural expectations and influences
	• ethical principles
	• relevant legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as:
	  • protection of children
	  • environmental issues
	• societal expectations

Editing may include:	• checking for consistency with house style • detailed editing to ensure material expresses author's meaning clearly without gaps of contradictions • substantive editing to improve the overall presentation of material through rewriting and rearranging material
Appropriate personnel may include:	• clients • team members and colleagues • managers • senior managers • supervisors • test groups
Appropriate evaluation methods may include:	• content analysis • focus groups • surveys

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Business Development - Public Relations

Co-requisite units

Co-requisite units		

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Initiate interpersonal communication with clients	1.1. Identify and use ***preferred client communication styles and methods*** 1.2. Establish rapport with clients using ***verbal*** and ***non-verbal communication*** processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential ***barriers to effective communication*** with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop ***client loyalty strategies*** to attract and retain

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ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply ***client care and client service standards***
3. Maintain and improve ongoing relationships with clients	3.1. Develop ***strategies to obtain ongoing feedback*** from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in ***business associations*** and/or ***professional development activities*** to establish and maintain a ***network*** of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange ***information and ideas*** 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, and to build and maintain relationships with clients.
Required knowledge

• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
  • anti-discrimination legislation
  • consumer laws including appropriate state/territory legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • marketing code of practice • privacy laws • Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking • sources of business related networks.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Preferred client communication styles and methods may include:	• email • face-to-face • mail • phone
Verbal communication may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication may include:	• active listening • body language • body orientation • clothing • colour • distance

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RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
Client care and client service	• accuracy of billing

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RANGE STATEMENT	

standards may include:	• accuracy of product/service descriptions, specifications in marketing communications
	• complaint resolution times
	• incidences of stock outs and back orders
	• on-hold times
	• order delivery standards such as:
	  • whether right product or service was delivered
	  • delivered to right person or address
	  • delivered on time
	  • politeness, helpfulness and grooming of delivery staff
	  • delivery vehicles parked properly
	  • cleanliness of delivery vehicles
	• shipment tracking services
	• telephone answering times and responses

Strategies to obtain ongoing feedback may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

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RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRSK501B Manage risk

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required knowledge updated to incorporate current Australian Standards. Replaces BSBRSK501A Manage risk

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

Application of the Unit

This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting.

This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking ***risk*** management 1.2 Determine ***scope*** for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context 1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with ***relevant parties*** about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 ***Research*** risks that may apply to scope 2.3 Use ***tools and techniques*** to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess ***likelihood*** of risks occurring 3.2 Assess ***impact or consequence*** if risks occur 3.3 ***Evaluate*** and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate ***options*** for treating risks 4.2 Develop an ***action plan*** for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored

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	4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS ISO 31000:2009 Risk Management - Principles and Guidelines
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation’s operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology units.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology.

Scope may apply to:	• given project
	• specific business unit or area
	• specific functional such as:
	  • financial management
	  • OHS
	  • governance
	• external environment
	• internal environment
	• whole organisation.

Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts.
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources.
Tools and techniques may include:	• brainstorms • checklists • fishbone diagrams

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	• flowcharts • scenario analysis.

Likelihood may refer to:	• probability of a given risk occurring, such as:
	  • very likely
	  • likely
	  • possible
	  • unlikely
	  • rare.

Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as:
	  • disastrous
	  • severe
	  • moderate impact
	  • minimal impact.

Evaluation of risks includes:	• considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment.
Options may include:	• avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party.
Action plans should include:	• what actions are required • who is taking responsibility • time lines • monitoring processes.

Unit Sector(s)

Management and Leadership – Management

Custom Content Section

Not applicable.

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

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ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, reporting, record keeping and consultation skills to operate the business • literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information • research skills to investigate legal structures, and taxation and insurance requirements • time management skills to prioritise tasks and to meet key dates.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation • creation and termination of relevant legal contracts

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REQUIRED SKILLS AND KNOWLEDGE
• cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

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EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies

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RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences
	  • planning and other permissions
	  • environmental legislation
	  • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
	  • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations

Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

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RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

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RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives
	2.2. Research market needs, and market size and potential
	2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

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RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

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RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

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RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

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	particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3. Collect information on environmental and resource

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ELEMENT	PERFORMANCE CRITERIA
	efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current ***purchasing strategies*** 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from ***stakeholders***, ***key personnel and specialists*** 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to analyse problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to analyse data on organisational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
Required knowledge
• best practice approaches relevant to own area of responsibility and industry • compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures

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REQUIRED SKILLS AND KNOWLEDGE
• environmental and energy efficiency issues, systems and procedures specific to industry practice • external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes • OHS issues and requirements • organisational structure and reporting channels and procedures • quality assurance systems relevant to own work area • strategies to maximise opportunities and to minimise impact relevant to own work area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a

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EVIDENCE GUIDE	
	green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBINN301A Promote innovation in a team environment • BSBLED401A Develop teams and individuals • BSBMGT402A Implement operational plan • BSBMGT403A Implement continuous improvement • BSBRSK401A Identify risk and apply risk management processes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • industry • organisation.

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RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • suppliers
	• key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary

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RANGE STATEMENT	

	energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program - a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved

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RANGE STATEMENT	
	environmental performance e.g. purchasing renewable energy • eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

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	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy • literacy skills to read and evaluate complex and formal documents such as policy and legislation • problem skills to effectively manage different points of view and dissenting stakeholders • research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
Required knowledge
• best practice approaches relevant to own work area • environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation • equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed • policy development processes and practices • principles, practices and available tools and techniques of sustainability management relevant to the particular industry context • quality assurance systems relevant to own organisation • relevant industry competency • relevant organisational polices, procedures and protocols • relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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BSBWOR202A Organise and complete daily work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work schedule	1.1. Negotiate and agree upon work goals and plans with assistance from ***appropriate persons*** 1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3. Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1. Complete tasks within designated time lines and in accordance with ***organisational requirements*** and instructions 2.2. Use effective questioning to seek assistance from ***colleagues*** when difficulties arise in achieving allocated tasks 2.3. Identify ***factors affecting work requirements*** and take appropriate action 2.4. Use ***business technology*** efficiently and effectively to complete work tasks 2.5. Communicate progress of task to supervisor or colleagues as required
3. Review work performance	3.1. Seek ***feedback*** on work performance from supervisors or colleagues 3.2. Monitor and adjust work according to ***feedback*** obtained through supervision and comparison with established team and organisational ***standards*** 3.3. Identify and plan ***opportunities for improvement*** in liaison with colleagues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising and completing own work activities • seeking and acting on feedback from clients, colleagues and supervisors • using available business technology appropriate to the task, under direct instruction
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • examples of work plans, policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • review of documentation planning and prioritising workload • evaluation of time line required to complete tasks • review of documentation planning opportunities for improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate persons may include:	• colleagues • other staff members • supervisors, mentors or trainers
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards

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RANGE STATEMENT	
	• goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Colleagues may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager
Factors affecting work requirements may include:	• changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
Business technology may include:	• computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Standards may include:	• Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group
Opportunities for improvement may include:	• coaching, mentoring and/or supervision • internal/external training provision • personal study

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RANGE STATEMENT	
	• recognition of current competence (RCC)/skills recognition/initial assessment • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR203B Work effectively with others

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices Replaces BSBWOR203A Work effectively with others

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

Application of the Unit

This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Develop effective workplace relationships	1.1 Identify own ***responsibilities and duties*** in relation to ***workgroup members*** and undertake activities in a manner that promotes cooperation and good relationships 1.2 Take time and resource constraints into account in fulfilling work requirements of self and others 1.3 Encourage, acknowledge and act upon constructive ***feedback*** provided by others in the workgroup
2. Contribute to workgroup activities	2.1 Provide ***support to team members*** to ensure workgroup goals are met 2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements 2.3 Share ***information*** relevant to work with workgroup to ensure designated goals are met 2.4 Identify and plan ***strategies/opportunities for improvement*** of workgroup in liaison with workgroup
3. Deal effectively with issues, problems and conflict	3.1 Respect differences in personal values and beliefs and their importance in the development of relationships 3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3 Identify issues, problems and conflict encountered in the workplace 3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
  - environmentally sustainable work practices
- organisational policies, plans and procedures
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • providing support to team members to ensure goals are met • seeking feedback from clients and/or colleagues and taking appropriate action • knowledge of appropriate conflict resolution techniques.

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Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints or staff conflict.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of demonstrated techniques in resolving conflict • observation of presentations • review of documentation identifying and planning strategies/opportunities for workgroup improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other industry capability units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Responsibilities and duties may include:	• Code of Conduct • job description and employment arrangements • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • environmentally sustainable working practices • team structures.

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Workgroup members may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team/enterprise • supervisor or manager.
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery.
Support to team members may include:	• explaining/clarifying • helping colleagues • problem-solving • providing encouragement • providing feedback to a team member • undertaking extra tasks if necessary.
Information to be shared may include:	• acknowledging satisfactory performance • acknowledging unsatisfactory performance • assisting a colleague • clarifying the organisation's preferred task completion methods • encouraging colleagues • open communication channels • workplace hazards, risks and controls.
Strategies/opportunities for improvement may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • work experience/exchange/opportunities • workplace skills assessment.

Unit Sector(s)

Industry Capability – Workplace Effectiveness

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Custom Content Section

Not applicable.

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BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate ***technology*** and ***software applications*** to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to ***organisational requirements*** and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate ***input devices*** according to organisational requirements 2.3. ***Store data*** appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Identify equipment faults*** accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
• ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
• organisational IT procedures including back-up and virus protection procedures
• basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Technology may include:	• computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	• email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements may include:	• correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Storage of data may include:	• appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables may include:	• back-up tapes • CD-ROM • floppy disks

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RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU401A Design and develop complex text documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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RANGE STATEMENT	
	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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CHCAC318B Work effectively with older people

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

Application of the Unit

Application	This unit is an orientation to all workers in the aged care sector, or those working with older people

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply understanding of the structure and profile of the residential aged care sector	1.1 Conduct work that reflects an understanding of the key *issues facing older people* and their carer/s 1.2 Conduct work that reflects an understanding of the *current philosophies of service delivery* in the sector 1.3 Recognise the impact of ageing demographics on funding and service delivery models 1.4 Conduct work that reflects an understanding of current legislation
2. Apply understanding of the home and community care sector	2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions 2.2 Comply with duty of care implementation in home and community settings and worker roles 2.3 Demonstrate broad knowledge of 'ageing in place'
3. Demonstrate commitment to the philosophy of 'positive ageing'	3.1 Take into account personal values and attitudes when planning and implementing work activities 3.2 Recognise and manage ageist attitudes through the support of the *appropriate person* 3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery 3.4 Conduct work that reflects an understanding of the individuality of ageing 3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person

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ELEMENT	PERFORMANCE CRITERIA
4. Apply understanding of the physical and psychosocial aspects of ageing	4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices 4.2 Take into account physical changes associated with ageing when delivering services 4.3 Recognise and accommodate the older person's interests and life activities when delivering services 4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living
5. Apply understanding of changes associated with ageing	5.1 Take into account physical changes associated with ageing when delivering services 5.2 Apply knowledge of common problems associated with ageing when delivering services 5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living 5.4 Communicate situations of risk or potential risk associated with ageing to the older person
6. Support the *rights* and interests of the older person	6.1 Encourage and support the older person and/or their advocate/s to be aware of their *rights* and responsibilities 6.2 Conduct work that demonstrates a commitment to *access and equity principles* 6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements 6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making 6.5 Recognise and *report* to an *appropriate person* when an older person's rights are not being upheld 6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences

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ELEMENT	PERFORMANCE CRITERIA
	6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints 6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines
7. Support the older person who is experiencing loss and grief	7.1 Recognise signs that older person is experiencing grief and *report* to *appropriate person* 7.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief 7.3 Provide older person and/or their support network with information regarding relevant support services as required
8. Deliver services within a quality framework	8.1 Identify key aspects of the quality framework and how they link together 8.2 Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services 8.3 Ensure work practices reflect the organisation's policies and procedures 8.4 Complete documentation that feeds into the quality system 8.5 Participate in quality improvement activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- Foundation knowledge of common physiological, chronic and age-related conditions such as:
  - arthritis and other musculoskeletal problems
  - depression
  - diabetes
  - frailty and deconditioning
  - heart and lung disease
  - incontinence
  - neurological disorders
  - skin disorders including skin cancers
  - stroke
  - vascular disease
- Impact of 'normal' ageing on the older person
- Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies
- Legislation, regulations and policies relevant to work in the aged care sector, including:
  - settings such as residential and home and community care
  - issues such as elder abuse, drug administration and access and equity
- Impact of personal values and attitudes on service delivery
- Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
- Overview of the manifestations and presentation of common problems associated with ageing
- Own work role and responsibilities
- Philosophy of various service delivery models
- Physical and psychosocial aspects of ageing in supporting older people to maintain their

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REQUIRED SKILLS AND KNOWLEDGE

quality of life

continued ...

Essential knowledge (*contd*):

- Principles and practices of confidentiality and privacy
- Principles of access, equity and client rights when working in the aged care sector
- Principles of empowerment and disempowerment
- Relevant policies, protocols of the organisation re unit content and work role
- Rights and responsibilities of older people and those working in the aged care sector
- Relevant care needs and strategies related to common problems associated with ageing
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of carers
- Stages of loss and grief and impact of ageing on person's experiences of loss and grief
- Strategies for managing complaints
- Strategies for supporting an older person and/or their advocate/s to exercise their rights
- Structure and profile of the aged care sector
- The impact of social devaluation on an individual's quality of life
- The social model of disability
- Understanding attitude, stereotypes and false beliefs associated with ageing
- Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
- Understanding of the ageing process and related physiological/psychological changes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector
- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- Make informed observations and report appropriately in line with work role
- Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional
- Record information and complete documentation accurately and in an timely manner

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REQUIRED SKILLS AND KNOWLEDGE

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation
  Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
  This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service
  This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in client records and complete workplace forms and records
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work effectively with clients, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include: • access to appropriate workplace where assessment

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EVIDENCE GUIDE

	can take place • simulation of realistic workplace setting for assessment • relevant organisation policy, protocols and procedures
Method of assessment	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:	• Individuals living in residential aged care environments • Individuals living in the community • Prospective individuals to the service or services
Contexts may include:	• Older person's own dwelling • Independent living accommodation • Residential aged care facilities • Community centres • Community/government agencies
Issues facing older people may	• Changes that ageing may bring to:

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RANGE STATEMENT

include:	• physical processes • cognitive function (including dementia) • social interaction • role and family relationships • living arrangements • level of independence (financial, community access, self care) • Loss and grief • Family carer issues • Societal attitudes and expectations
Current philosophies of service delivery may include:	• Changing societal expectations (consumerism) • Changing political context (polices and initiatives) • Changing economic context • Impact of ageing demographics
Rights may include:	• Privacy • Confidentiality • Dignity • Freedom of association • Informed choice • To lodge a complaint • Right to express ideas and opinions • To an agreed standard of care

Rights are detailed in:	• Legislation
	  • Residential Care Manual
	  • Aged Care Act
	• Industry and organisation service standards
	• Industry and organisation codes of practice and ethics
	• Accreditation standards
	• International and national charters
	• Organisation policy and procedure

Access and equity principles may include:	• Creation of a client orientated culture • Non-discriminatory approach to all individuals using or accessing the service

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RANGE STATEMENT

	• Respect for individual differences
Appropriate person/s may include:	• Supervisor • Member of senior management • Colleagues • Carers • Health professionals • External agencies (complaints and advocacy services and professional registering authorities) • Law enforcement officer

Report may be:	• Verbal:
	  • telephone
	  • face-to-face
	• Non-verbal (written):
	  • progress reports
	  • case notes
	  • incident reports

Unit Sector(s)

Not Applicable

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CPPCLO1040A Prepare for work in the cleaning industry

Modification History

Revised unit

Unit updated and equivalent to PRMCL40A Prepare for work in the cleaning industry

Unit Descriptor

This unit of competency specifies the outcomes required to prepare for work in the cleaning industry. It requires the ability to follow work instructions, use mathematical calculations to prepare chemicals, and perform basic cleaning activities while applying company policies and procedures. The unit addresses knowledge of legislative and company requirements, industry information, and career pathways and future learning opportunities.

Selecting appropriate equipment and chemicals, and performing tasks safely and efficiently are essential.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify roles and responsibilities.	1.1	***Legislation***, ***occupational health and safety*** (OHS) and ***company requirements*** related to employment in cleaning industry are followed.
		1.2	Roles and responsibilities of ***appropriate persons*** related to employment are identified according to company requirements.
		1.3	***Rights and responsibilities of employees*** **and** ***employers*** are identified according to current legislation.
2	Work safely and effectively in the cleaning industry.	2.1	Required standards of personal presentation and hygiene are demonstrated according to company requirements.
		2.2	Different work sites are prepared, cleaned and tidied according to OHS and company requirements.
		2.3	***Soil*** and ***surface types***, types of areas to be cleaned, and suitable ***cleaning techniques*** are identified according to company requirements.
		2.4	***Equipment***, ***chemicals*** and ***personal protective equipment*** (PPE) are identified according to ***manufacturer specifications***, and legislative, OHS, company and ***environmental requirements***.
		2.5	Equipment, PPE and chemicals are selected and used according to manufacturer specifications, and environmental, legislative, OHS and company requirements.
		2.6	Safety checks, maintenance and storage requirements of equipment, PPE and chemicals are met according to manufacturer specifications, and OHS and company requirements.
3	Follow routine	3.1	***Work order*** procedures are received and followed in

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	instructions.		correct sequence according to company requirements.
		3.2	Work orders are carried out according to company requirements.
		3.3	Information is recorded according to company requirements.
4	Identify future career opportunities.	4.1	Career opportunities are identified according to company requirements.
		4.2	***Personal development opportunities*** and potential learning pathways are discussed with appropriate persons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - sequence tasks
  - manage time
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - manual handling

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  - using equipment for:
    - buffing
    - cleaning glass
    - mopping
    - sweeping
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to preparing for work in the cleaning industry, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- surfaces that require cleaning, including:
  - relevant cleaning methods
  - their characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of preparing for work in the cleaning industry, which involve at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and condition of different areas to be cleaned

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	• use safe and efficient cleaning methods • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order, legislation and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO1041A Apply basic communication skills • CPPCMN2002A Participate in workplace safety arrangements.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing

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	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• colleagues • managers • persons in control of work sites • supervisors.
Rights and responsibilities of employees may include:	• confidentiality and privacy • duty of care • knowing appropriate personnel for reporting purposes • knowing location of manuals and related documents • knowing terms and conditions of own employment • knowing workplace procedures • protection from discrimination and sexual harassment.

Rights and responsibilities of employers may include:	• duty of care
	• providing a safe environment free from discrimination and sexual harassment (see state and commonwealth anti-discrimination legislation)
	• providing a safe workplace according to OHS legislation, codes of practice, regulations and standards
	• providing information and training for work tasks, OHS and other employment related matters
	• right to dismiss (see Commonwealth Fair Work Act 2009) if a person:
	  • commits a criminal offence
	  • commits an act of disloyalty, such as revealing confidential information
	  • is negligent, careless or causes an accident
	  • uses abusive language.

Soil types may be wet or dry and include:	• algae and moss • animal hair and fur • beverages • building debris • built-up dirt in corners and edges • cigarette butts

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	• dust
	• food
	• graffiti with ink, texta and paint
	• grease and oil
	• heavy, encrusted dirt
	• paper stuck to surfaces
	• pollution marks and soil on structures, such as:
	  • buildings
	  • bridges
	  • outdoor furniture
	  • statues.

Surface types may include:	• furniture and fittings • glass • hard floors • soft floors • new technologies • walls.
Cleaning techniques may include:	• air blowing • buffing • dusting • low-water cleaning methods, such as using microfibre cleaning products • mopping • scrubbing • sweeping • vacuuming.
Equipment may include:	• brooms • buckets • cloths • floor polishers • microfibre products • mops • squeegees • vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable

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	• goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemical usage
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons.

Personal development opportunities may include:	• career pathways • in-house training programs • job rotations • mentoring opportunities • new apprenticeships.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2001A Maintain hard floor surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL01B Maintain a hard floor surface

Unit Descriptor

This unit of competency specifies the outcomes required to clean hard floor surfaces. The unit applies to both manual and mechanical methods of cleaning hard floor surfaces. It requires the ability to assess the extent of a cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements*** and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** in work area are identified and associated risks assessed according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of surface on ***hard floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for surface of hard floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Hard floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to manufacturer specifications and legislative, OHS and company requirements.
		4.2	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies

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- skills to work safely when:
  - buffing, mopping, scrubbing and sweeping
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - relevant cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of maintaining hard floor surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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	In particular the person should demonstrate the ability to: • identify type and condition of hard floor surface • select cleaning equipment and chemicals • comply with company, legislative and regulatory requirements • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements access to. Resource implications for assessment include: • suitable work site or venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO3002A Restore hard floor surfaces.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badge, card or pass
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE

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	• policies and procedures relating to own role, responsibility and delegation • work site access security clearance procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection requirements • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from: • cables • electrical fittings: • switches • lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever

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	• scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy

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	• public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices

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	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Hard floors may include:	• brick • ceramic tiles • concrete • cork • marble • parquetry • pavers • polished wood • proprietary flooring encompassing new technologies • quarry tiles • rubber • slate • terrazzo • vinyl • wood.
Soil types may be wet or dry and include:	• beverages • cigarette butts • dust • food • gravel • heavy dirt build-up • hospital waste • industrial and chemical • liquids • oil • paint • paper • rainwater • stones • syringes • tar.
Cleaning techniques may include:	• air blowing • automatic floor scrubbing • dry buffing • dust mopping and sweeping • low-water cleaning methods, such as using microfibre cleaning products • scrubbing • spray buffing • wet mopping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, building, shopping centre staff and management.

Equipment may include:	• air blowers
	• brooms, such as:
	  • bassine
	  • banister set
	  • deck fibre
	  • household
	  • millet
	  • nylon
	  • PVC
	  • union fibre
	  • yard
	• cleaning trolleys
	• cloths
	• damp mops, such as:
	  • ragged or fixed shape
	  • cotton or polycotton
	• doodle bag holder
	• dust mops, such as:
	  • straight or scissored
	  • anti-static or cotton
	• dust pans and brushes
	• floor squeegees
	• hospital mops
	• mechanical sweepers
	• microfibre products
	• mop buckets, including ergonomic and split systems
	• mopping system
	• scouring pads
	• split mops
	• water hoses.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.

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Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • litter • obsolete equipment • packaging • soil

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	• sweeping detritus • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2004A Maintain carpeted floors

Modification History

Revised unit

Unit updated and equivalent to PRMCL04B Maintain a carpeted floor

Unit Descriptor

This unit of competency specifies the outcomes required to maintain carpeted floors. The unit applies to both manual and mechanical methods of maintaining carpeted floors. It requires the ability to assess the extent of the cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	Work site ***hazards*** are identified and risks are controlled according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type and condition of ***carpeted floor*** are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** for the carpeted floor are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer

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			specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Furniture and fittings that impede cleaning operations are removed according to work order, and OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required to maximise public safety during cleaning operations according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site	4.1	Carpeted floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to work order, manufacturer specifications and OHS and company requirements.
		4.2	Follow-up action for spot and stain removal is identified according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.

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6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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    - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
    - handling and disposing of chemicals
    - handling and disposing of contaminated and toxic waste
    - identifying hazards and controlling risks
    - manual handling
    - using equipment for:
        - raking
        - sweeping
        - vacuuming
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for carpet
- company management structure and procedures, including:
    - biological and viral control
    - emergency response and evacuation procedures
    - environmental protection procedures
    - injury, dangerous occurrence and incident reporting
    - OHS procedures
    - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a carpeted floor, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
    - chemicals
    - equipment, including PPE
- types of carpeted floors, including:
    - characteristic of carpets
    - relevant cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of maintaining carpeted floor surfaces involving at

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	least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of carpeted floor • comply with company and legislative requirements • use safe and efficient cleaning methods • select cleaning equipment and chemicals • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with carpeted floors • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions and work plans • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCCL2002A Use bonnet cleaning • CPPCCL2007A Perform basic stain removal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans • client communication procedures • client confidentiality procedures • client service standards

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	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue

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	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Carpeted floors may include:	• carpet:
	  • mixed blends
	  • natural fibres, such as:
	  • organic (plant) fibres, such as cotton and sisal
	  • silk
	  • wool
	  • synthetic fibres, such as:
	  • acrylic
	  • nylon
	  • polypropylene
	• coir matting
	• fibres encompassing new technologies
	• mats and rugs
	• synthetic grass.

Soil types can be wet or dry and may include:	• beverages • blood • candle wax • chewing gum • food • glue • grease and oil • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.
Cleaning techniques may include:	• hand collection of waste • raking • sweeping • using a dust-pan and brush • using low-water cleaning methods • vacuuming.
Personnel may include:	• client's staff members • colleagues • general public

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	• venue, facility, shopping centre staff and management.

Equipment may include:	• accumulation (vacuum dust) bags
	• brooms (stiff bristle), such as deck fibre or millet
	• carpet rakes
	• dustpans, scoops and brushes
	• hoses and filters
	• microfibre products
	• vacuum machines, including:
	  • back-mounted units
	  • ducted systems
	  • floor-based mobile systems
	  • mechanical push sweepers
	  • wet and dry systems
	• vacuum tools, including:
	  • brushes
	  • crevice tools
	  • floor heads
	  • power heads
	  • upholstery heads
	  • variable pile height and adjustable heads.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • disposable vacuum liner bags • litter • obsolete equipment • packaging • soil • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals

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	• low-moisture cleaning methods • low water-use equipment and water-efficient cleaning methods • non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2009A Clean glass surfaces

Modification History

Revised unit

Unit updated and equivalent to PRMCL09B Clean glass surfaces

Unit Descriptor

This unit of competency specifies the outcomes required to clean glass surfaces, including windows, in both internal and external situations. It requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the glass surface, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	***Glass surfaces*** to be cleaned are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons.***
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of glass surface and ***soil*** is identified by observation according to work order and company requirements.
		1.4	Work site access requirements are identified according to the work order and company requirements.
		1.5	***Cleaning techniques*** are confirmed according to work order and company requirements.
		1.6	Size and usage pattern of the work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Glass surface is inspected for defects according to company requirements.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS

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			requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	***Window coverings and fittings*** are removed to permit access and prevent damage according to work order and company requirements.
		3.4	***Work restrictions*** affecting completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Soil is scraped from glass surface according to work order, and OHS and company requirements.
		4.2	Spot cleaning techniques are used according to work order and company requirements.
		4.3	Glass surface is washed and squeegeed according to work order and company requirements.
		4.4	Window edges and sills are wiped to remove soil and ***waste*** according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and waste are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.2	Window coverings and fittings are replaced according to client requests and work order.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

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    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning glass
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their applications for glass surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning glass surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of glass surfaces, their characteristics and appropriate cleaning methods

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical

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	demonstration of cleaning glass surfaces involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of glass surface • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a number of types of glass surfaces • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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	This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2037A Clean external surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Glass surfaces may include:	• coated glass • frosted glass • laminated glass • ordinary window glass • textured glass • tinted glass.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts

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	• schools • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• use of contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces • contaminated clothing, materials or equipment • damaged or inappropriate equipment • dust and fibres • electrical hazards arising from:

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	• cables
	• electrical fittings:
	  • switches
	  • lights
	• untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls

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	• chemical registers and manifests • consumer protection • energy conservation • environmental protection • equal employment opportunity • freedom of information • industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:

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	• MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• adhesives • concrete • dried encrustations • exhaust pollution • gum • heavy dirt build-up • hospital residue • office chemicals, such as whiteout • oil and grease • paint • pen marks • smog.
Cleaning techniques may include:	• fanning • low-water cleaning methods, such as using microfibre cleaning products • pre-spraying • scraping • spot cleaning • squeegeeing.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• access equipment, such as ladders • buckets • chamois • extension poles • glass scrapers of various sizes • hoses • lint-free cloths

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	• microfibre products • squeegees of various sizes • window wash applicators • window washers, such as lamb's wool.
Chemicals may include:	• acid cleaners • low environmental-impact chemicals • alkaline cleaners • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harness • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Window coverings and fittings may include:	• blinds • curtains • sunshades.
Work restrictions may	• amount of cleaning anticipated

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include:	• client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2010A Clean ceiling surfaces and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL10B Clean ceiling surfaces and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to clean ceiling surfaces and fittings. The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the ceiling surface and fittings and the type of soiling. It requires an understanding of client requirements and the ability to apply company policies and procedures.

Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently. Where ladders are being used, the work is usually done in pairs.

Application of the Unit

This unit applies to ceiling surfaces less than three metres high, as use of specialised equipment, cleaning methods and safety procedures are required above this height.

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	Area to be cleaned is assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*****.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Type of ***ceiling surface*** and ***fittings*** is identified by observation according to work order and company requirements.
		1.4	***Soil types*** on ceiling surfaces and fittings are identified by observation according to work order and company requirements.
		1.5	Work site access arrangements are confirmed according to work order, and OHS and company requirements.
		1.6	***Cleaning techniques*** are selected according to work order and company requirements.
		1.7	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.8	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order

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			according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Floor, furniture and equipment are covered with drop sheets according to work order and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Clean work site.	4.1	Cobwebs and dry dust are removed according to work order, and OHS and company requirements.
		4.2	Difficult to reach areas are vacuumed according to work order, and OHS and company requirements.
		4.3	Fittings are wiped according to work order and company requirements.
		4.4	Chemical solution is rinsed from all surfaces according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct cleaning techniques for:
  - various surface types
  - various types and textures of fittings
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

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interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of ceilings and fittings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to clean ceiling surfaces and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of ceiling and fitting surfaces, their characteristics and appropriate cleaning methods

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning ceiling surfaces and fittings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of ceiling surface and fittings • select cleaning equipment and chemicals • use safe and efficient cleaning methods • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with ceiling surfaces and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres

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	• nursing homes • retail food courts • schools • tourism and hospitality.
Company requirements may include:	• access and equity policy, principles and practice • business and performance plans • client communication procedures • client confidentiality procedures • client service standards • communication channels and reporting procedures • company goals, objectives, plans, systems and processes • company issued identification badges, cards or passes • company policies and procedures • company service standards • dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • maintenance procedures for equipment and PPE • OHS control • OHS policies and procedures • personnel practices and guidelines • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • using contractors • work site access security clearance procedures.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.
Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies • biological and animal waste • bites and stings • blood and blood-stained products • confined or restricted spaces

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	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes

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	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements

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	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Ceiling surfaces may:	• be flat, suspended or raked • be made of hard or absorbent materials • encompass new technologies.
Fittings may include:	• cameras • ceiling fans • ornamental hanging lights • projecting lights • recessed lights • skylights • smoke detectors • speakers • sprinkler systems • televisions • vents and grilles.
Soil types may include:	• adhered soil • cobwebs • dust.
Cleaning techniques may include:	• cobwebbing • detailing • dusting, including high dusting • fully washing the ceilings and fittings • low-water cleaning methods, such as using microfibre cleaning products • rinsing • spot cleaning • wiping.

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Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, such as ladders, including A frame ladders
	• cleaning equipment, including:
	  • anti-static dusters
	  • buckets
	  • cleaning cloths
	  • cobwebbers and extensions
	  • drop sheets
	  • fringe dusters
	  • glass cleaning equipment
	  • lamb's wool applicators
	  • scourers
	  • sponges
	  • microfibre products
	  • vacuum cleaners
	  • wall mates
	  • wheeled cleaner's trolleys.

Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may	• equipment operating manuals • instructional guides

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include:	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2017A Clean wet areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL17B Clean a wet area

Unit Descriptor

This unit of competency specifies the outcomes required to clean a wet area so that it is free from soil, odour and hazards. It requires the ability to assess the extent of the cleaning task through understanding client requirements and special characteristics of wet areas, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently, as is recognising the importance of paying careful attention to health and safety issues.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Wet areas include bathrooms, toilets and changing rooms. Areas such as swimming pools, kitchens, laundries and clinics generally require specialised cleaning methods. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess area to be cleaned.	1.1	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.2	Operation and condition of fixtures and fittings are checked and pre-existing damage at work site is reported to appropriate persons according to work order and company requirements.
		1.3	***Soil*** is identified by observation according to work order and company requirements.
		1.4	Areas that require special attention, including graffiti, are identified according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of, and minimal disruption to, personnel and efficient use of cleaning equipment and chemicals.
		1.6	Cleaning techniques for wet areas are selected according to work order and company requirements.
2	Select equipment and chemicals.	2.1	Suitable ***personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.

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		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Prepare work site	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Signage and barriers are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
		3.3	Work restrictions affecting completion of work order are identified and appropriate persons are notified.
4	Clean work site.	4.1	Loose soil is removed prior to commencing ***surface*** cleaning according to work order, and OHS and company requirements.
		4.2	Fixtures, fittings and surfaces are cleaned using equipment, chemicals and cleaning techniques according to work order, and OHS and company requirements.
		4.3	Remaining heavy soil, graffiti and stained surfaces are treated or reported to appropriate persons for follow-up action according to work order and company requirements.
		4.4	Soiled items are laundered according to work order and company requirements.
		4.5	Work is performed according to work order, manufacturer specifications, and legislative, OHS and company requirements.
5	Replenish consumables and tidy work site.	5.1	***Consumable items*** are replenished according to client requests, work order and company requirements.
		5.2	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.

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		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

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  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify soil and stains
  - identify surface types to determine cleaning method
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for:
    - cleaning glass
    - damp wiping
    - hosing
    - mopping
    - squeegeeing
    - sweeping
    - washing
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for wet areas
- cleaning methods for:
  - wet areas
  - sterilising
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning a wet area, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning a wet area involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with wet areas • identify fittings, surfaces and soil types found in wet areas • select cleaning equipment and chemicals • use safe and efficient cleaning methods • achieve outcomes in relation to customer work order and company requirements • comply with company and legislative requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable wet area venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO3002A Restore hard floor surfaces.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire

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	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures

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	• employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing

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	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Fixtures and fittings may include:	• baths • bidets • cleaner's sluices • hand basins • hand dryers • mirrors • paper dispensers • personal item product dispensers • racks • rubbish receptacles • showers • sinks • soap dispensers • spas

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	• taps • toilet bowls, seats and cisterns • troughs • urinal trough and wall • vanity units.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Soil types can be wet or dry and may include:	• blood • cobwebs • dust • food, food scraps and residue • grease • human and animal waste • litter • mould and algae

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	• mud and dirt • pen, texta and pencil • rust • soap scum.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• absorbent cleaning cloths • brooms • buckets • cleaning trolleys • damp cloths • doodle bugs • dry cloths • microfibre products • hoses and nozzles • lint-free cloths • long-handled brushes and dustpan tongs • mops • needle hazard disposal units • nylon scourers • scrapers • scrubbing brushes • scrubbing and polishing machines • toilet brushes • window squeegees • wringer buckets.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Cleaning techniques may include:	• buffing • cobwebbing • dusting • hosing • low-water cleaning methods, such as using microfibre cleaning products • mopping • polishing

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	• pre-spraying • scrubbing • spot cleaning • sweeping • wet wiping • window cleaning.
Wet areas may include:	• bathrooms • change rooms • ensuites • laundries • pools • spas • tea rooms and kitchenettes • toilets and restrooms • wash-up areas.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: • cleaning in progress

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	• hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Surfaces may include:	• ceramics and porcelain • chrome • concrete • glass • laminate • metal • paint • plastic • stainless steel • stone • new technologies • terracotta • vinyl.
Consumable items may include:	• air fresheners • bin liners • cloth towels and tea towels • deodorant blocks • hand towels, such as cloth, rolls and sheets • liquid and bar soap • personal toiletries • toilet paper.
Waste may be either solid or liquid and include:	• chemicals past expiry date • contaminated waste • liquid waste • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

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Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2019A Sort and remove waste and recyclable materials

Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

New unit title

Unit based on PRMCL19B Remove waste

Unit Descriptor

This unit of competency specifies the outcomes required to remove waste from an area that is being cleaned and transfer it to a waste disposal point, usually specified by the client. Waste collection is usually conducted on a daily basis as part of a regular cleaning routine.

The unit requires the ability to assess the extent and types of waste through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently. It is very important to pay careful attention to health and safety issues affecting both the cleaner and the general public.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess waste to be removed.	1.1	Waste and recyclable materials are assessed, **work order** is reviewed according to **company requirements,** and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to company, ***legislative***, and ***occupational health and safety*** (OHS) ***requirements***.
		1.3	Waste and recyclable types to be collected are identified by observation according to work order and company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	***Equipment*** and ***chemicals*** are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
3	Transfer waste to waste carrier.	3.1	Waste is transferred to ***waste carrier*** according to work order, and OHS and company requirements.

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		3.2	***Rubbish bins*** and surrounds are spot cleaned according to work order and company requirements.
		3.3	Soiled rubbish bin liners are replaced according to work order, and OHS and company requirements.
		3.4	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are promptly notified.
4	Deliver waste to disposal unit.	4.1	Waste is promptly removed from site according to work order, and OHS and company requirements.
		4.2	Waste is transported to ***disposal unit*** by shortest practical and safest route according to work order, and OHS and company requirements.
5	Sort and deliver recyclable materials.	5.1	Recyclable materials are identified, separated and sorted according to work order, and OHS and company requirements.
		5.2	Recyclable materials are moved safely and according to work orders to recycling collection units used for each type of material.
		5.3	Recycling containers and surrounds are spot cleaned according to work order, and OHS and company requirements.
		5.4	Recycling containers are checked and replaced in designated locations, with signage indicating use.
		5.5	Records of recyclable materials that have been sorted and transferred are made according to work orders.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	***Cleaning techniques*** are used to clean equipment and PPE according to manufacturer specifications and OHS, company and ***environmental requirements***.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

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6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.

6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify waste types
  - identify hazards
- planning and organising skills to sort and deliver recyclable materials
- problem-solving skills to manage contingencies
- skills to work safely when:
  - controlling risks
  - damp wiping and spot cleaning
  - handling and disposing of contaminated and toxic waste

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  - selecting, handling and disposing of chemicals
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment for required cleaning
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to sorting and removing waste and recyclable materials, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- waste transfer procedures, including:
  - location of disposal units
  - location of waste pick-up equipment
  - types of waste handling equipment
  - types of waste storage receptacles and the selection and use of liners

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of removing waste involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify hazards and risks associated with handling waste • identify waste types

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	• comply with company and legislative requirements • use safe and efficient cleaning methods • use safe and efficient waste removal methods • select cleaning equipment and chemicals • achieve outcomes in relation to client work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2001A Maintain hard floor surfaces • CPPCLO2004A Maintain carpeted floors • CPPCLO2015A Maintain furniture, fittings and room dressing • CPPCLO2017A Clean wet areas.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste may be either solid or liquid and include:	• chemical and metal, such as:
	  • computing consumables
	  • photocopying consumables
	  • printing consumables
	• contaminated and hazardous biological, such as:
	  • blood and other human waste
	  • cytotoxic waste
	  • soiled and disposable linen
	  • syringes and needles
	• general waste, such as:
	  • drinks
	  • foodstuffs.

Recyclable materials will be determined by company policy and client requirements and may include:	• packaging materials • paper • cardboard • food stuffs • plastics • glass • metals, such as aluminium • other items that are designated for re-use, such as toner cartridges.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials

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	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

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Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts of any equipment used in the removal, transfer and transport of waste and recyclable materials
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

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Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans

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	• job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Manufacturer specifications may include:	• equipment operating manuals • instructional guides • MSDS • other resources supplied by the manufacturer, such as: • laminated cards • notices • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Equipment may include:	• bin liners • cleaning cloths • damp wiping kits • long-handled dustpans and brooms • nylon pads • pick-up trolleys • scrubbing brushes • spray bottles • wheelie bins (mobile garbage bins).
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Waste carriers may include:	• garbage bags • sharps containers • trolleys • wheelie bins.
Rubbish bins may include:	• bio-hazard bags and bins • contaminated waste bins • general purpose bins • needle hazard disposal units • radioactive waste bins • recycle bins • rest room bins • wet rubbish bins.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Disposal units may include:	• compactors • dumpmasters • large waste bins • open trucks

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	• wheelie bins.
Cleaning techniques may include:	• external cleaning, such as waste disposal units • full cleaning • spot cleaning • sweeping.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO2035A Maintain cleaning storage areas

Modification History

Revised unit

Unit updated and equivalent to PRMCL35B Maintain a cleaning storage area

Unit Descriptor

This unit of competency specifies the outcomes required to maintain cleaning equipment and consumable storage areas, which may be a vehicle or premises. The movement and control of equipment, chemicals and consumables used in the provision of cleaning services are also addressed.

The unit requires the ability to maintain and operate a safe and efficient cleaning storage area according to legislative requirements. Maintaining the storage area requires the ability to follow established procedures, understand issues associated with storing and using chemicals, and adhere to legislative and public health and safety requirements.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The unit applies to persons whose major function is cleaning, not storekeeping.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain storage area	1.1	***Storage area*** is secured from unauthorised access according to ***legislative***, ***occupational health and safety*** (OHS) and ***company requirements***.
		1.2	***Hazards*** are identified and risks are controlled in storage area according to legislative, OHS and company requirements.
		1.3	***Safety warnings*** are prominently displayed and ***safety information*** is made accessible according to legislative, OHS and company requirements.
		1.4	***Equipment*** is stored, maintained and checked to enable ready access and re-use according to ***manufacturer specifications*** and legislative, OHS and company requirements.
		1.5	***Chemicals*** and ***consumables*** are stored according to manufacturer specifications and legislative, OHS and company requirements.
		1.6	***Personal protective equipment*** (PPE) is cleaned, safety-checked and stored, and maintenance requirements are recorded according to manufacturer specifications, and OHS and company requirements.
		1.7	***Work site communication devices*** and documents are reviewed and responded to according to company requirements.
		1.8	Collected ***waste*** is disposed of according to ***work order***, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		1.9	Storage area is made accessible and free of obstacles according to practical restrictions of site or vehicle, and according to OHS and company requirements.

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2	Control and maintain stocks of equipment and chemicals	2.1	Inventory system of equipment, PPE, chemicals and consumables with maximum and minimum holding levels is operated and maintained according to legislative and company requirements.
		2.2	Usage patterns are monitored and chemicals and consumables are re-ordered to maintain required levels according to company requirements.
		2.3	Labelling system of containers is maintained according to manufacturer specifications and legislative, OHS and company requirements.
		2.4	Chemicals and consumables are issued on a first-in first-out basis according to company requirements.
		2.5	Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.
		2.6	Obsolete equipment, chemicals and waste are collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.
3	Respond to emergency situations	3.1	Spillages and emergency situations are responded to with ***emergency response procedures*** according to environmental, legislative, OHS and company requirements.
		3.2	***Regulatory and company documentation*** is prepared according to environmental, legislative, OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills
interpersonal skills to relate to people from a range of backgrounds • language, literacy and numeracy skills to:

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- communicate clearly and concisely verbally and in writing
- perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
- read and interpret directions and safety instructions, including:
  - chemical labels
  - equipment manuals
  - material safety data sheets (MSDS)
- request advice or further information
- seek and receive feedback
- source, organise and record information

- planning and organising skills to:
  - control stock
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- documentation requirements
- hazards and risks of storing, preparing, using and disposing of chemicals
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining cleaning storage areas, including OHS legislation
- product knowledge, including manufacturer specifications for equipment and chemicals being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing at least two practical demonstrations of maintaining cleaning storage areas.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • comply with company, legislative and regulatory requirements • maintain a secure and accessible storage area • use emergency response procedures • use good storage and housekeeping practices, particularly those relating to labelling and security of chemicals • use systematic stock control records.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue, including stores and store records • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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assessment	modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2033A Plan for safe and efficient cleaning activities • CPPCMN2002A Participate in workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Storage area may be a vehicle, room, storage cupboard or other secure area separate from normal client functions and may include:	• chemical cupboards • clothes racks • desks • equipment storage bays • in-built vehicular storage arrangement to keep consumables and equipment secure during transport • slop sinks.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information

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	• industrial equipment certificates of competency or licences • industrial relations • OHS Acts and regulations • privacy • public health • trade practices • water conservation • workplace consultative arrangements.

Occupational health and safety **(also known as workplace health and safety)** ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice
	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance

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	• use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches

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	• lights • untested electrical equipment • fatigue • fire • gas • heights • inadequate lighting and ventilation • infectious and zoonotic diseases, such as: • Q fever • scabies • mobile equipment and vehicle hazards around plant and vehicles • moving or unguarded parts • noise • occupational violence and bullying • poor personal hygiene practices • spill, splash and spray • release of substances with negative environmental impact • synergistic chemical reactions, such as: • hazardous incompatibility • reactivity • syringes or other sharps • temperature extremes • ultraviolet light • unsafe manual-handling techniques, including awkward and repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.
Safety warnings may include:	• charts and posters • instructions • labels • signs and placards • symbols.
Safety information may include:	• chemical co-location, separation and segregation arrangements • chemical manifests • chemical registers • colour codes • company policies and procedures • labels • manufacturer specifications • manufacturer instructions

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	• MSDS • OHS information • operation manuals.
Equipment may include:	• access equipment, such as ladders • bins • brooms • buckets • buffers • cleaning trolleys • cloths • cobwebbers • doodle bag holders • drop sheets • drying equipment • dust pans and brushes • dusters • extension poles • extraction units, wands and hand tools • hoses • microfibre products • mops • polishers • pressure-washing equipment and attachments • scouring pads • scrapers • scrubbers • sponges • spray bottles • squeegees • steam cleaners • sweepers • vacuum cleaners and attachments • window cleaning equipment • work site communication devices.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters

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	• product labels • safety instructions pre-printed on equipment.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Consumables may include:	• air fresheners • hand towels • liner bags • soap • toilet paper.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety harnesses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.
Work site communication devices may include:	• communication books • noticeboards • telephones and two-way radios • whiteboards.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • machine or vehicle exhaust emissions • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Work order **information** may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations

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	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

Emergency response procedures include:	• applying first aid • clean-up, containment and isolation • decontamination • documenting emergency response and evacuation procedures • evacuating work site or workplace • notifying authorities • using firefighting appliances • using PPE.

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Regulatory and company documentation may include:	• accident and incident reports • certificates and notices • customer files and databases • invoices • job sheets • OHS control procedures, forms and documentation • risk assessments.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3013A Clean window coverings

Modification History

Revised unit

Unit updated and equivalent to PRMCL13B Clean window coverings

Unit Descriptor

This unit of competency specifies the outcomes required to clean a range of window coverings to remove dirt and grime. The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the type of window coverings and fixtures, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines. Where ladders are being used, the work is usually done in pairs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess items to be cleaned.	1.1	**Window coverings and fixtures** to be cleaned are assessed, **work order** is reviewed according to **company requirements**, and issues are clarified with **appropriate persons.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type of window coverings and fixture method are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.6	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator’s requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare for cleaning.	3.1	Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
		3.2	Locations of washing and drying sites are selected according to work order and legislative, OHS and company requirements.
		3.3	***Signage and barriers*** are installed as required according to work order, and OHS and company requirements.
		3.4	Window coverings and fixtures are removed according to work order, and OHS and company requirements.
		3.5	Window coverings and loose fittings are tagged to ensure correct refit according to work order and company requirements.
		3.6	***Work restrictions*** affecting the completion of work order are identified and appropriate persons are notified.
4	Clean and refit window coverings.	4.1	Window coverings are sorted according to washing method, work order and company requirements.
		4.2	Window coverings are washed and rinsed, and excess water is removed using equipment, PPE, chemicals and ***cleaning techniques*** and according to OHS requirements.
		4.3	Window coverings are dried according to work order and company requirements.
		4.4	Window coverings are checked and spot cleaned if necessary according to work order and company requirements.
		4.5	Window coverings are refitted and checked to be in working order according to work order, manufacturer specifications and OHS and company requirements.
		4.6	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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5	Tidy work site.	5.1	Wash area is cleaned according to work order and company requirements.
		5.2	Signage and barriers are removed according to work order, and OHS and company requirements.
		5.3	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
6	Clean and safety check equipment, and store equipment and chemicals.	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
		6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
		6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
		6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- correct working skills for:
  - identifying surface types and their suitability for either wet or dry cleaning
  - performing basic wash-down and full immersion wash
  - spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds

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- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of window coverings
- cleaning methods for window coverings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning window coverings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of window coverings and fixtures, their characteristics and methods of operation

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of cleaning window coverings involving at least two different surfaces and two different work site environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • identify type and characteristics of window coverings and fixtures • select cleaning equipment and chemicals • select safe and efficient cleaning methods • remove, clean and refit window coverings according to customer work order, and company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable work site or venue with a range of window covering types • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace

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	tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Window coverings and fixtures can be made from cloth, metal, plastic, textile, vinyl or wood and include:	• awnings • coverings encompassing new technologies • fixed pelmet systems • flywire • Holland blinds • lined curtains • Roman blinds • security screens • shutter systems • unlined curtains • Venetian blinds • vertical blinds.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks

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	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards
	• dress and presentation requirements
	• duty of care, code of conduct, and code of ethics
	• emergency response and evacuation procedures
	• employer and employee rights and responsibilities
	• environmental protection procedures
	• personnel practices and guidelines
	• quality and continuous improvement processes and standards
	• records and information systems and processes
	• training materials (induction, refresher and new skills)
	• using contractors.

Appropriate persons may	• clients

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include:	• colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant
	• moving or unguarded parts
	• noise
	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and

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	repetitive postures • unsafe underfoot conditions, such as slippery, uneven and rough surfaces • work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as workplace health and safety) ***requirements*** may relate to:	• allergic reactions, such as contact dermatitis
	• communication devices for remote and isolated locations, such as:
	  • mobile phone
	  • two-way radio
	• dermatoxicological control and prevention measures
	• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances
	• hazard identification and risk assessment mechanisms
	• health surveillance and monitoring, such as regular blood testing
	• hierarchy of hazard control procedures
	• maintaining clear access
	• national and industry standards and codes of practice

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	• OHS control procedures, such as:
	  • health and safety plans
	  • job plans
	  • job safety analyses
	  • risk assessments
	  • safe operating practices and procedures
	  • safe system of work statements
	  • safe work instructions
	  • work method statements
	• reporting injury and dangerous occurrences
	• routes of entry and potential symptoms of exposure to chemicals
	• safe work practices for equipment, PPE and chemical storage, including interpretation of:
	  • MSDS
	  • hazardous substance information, such as long latency periods
	• safety training, induction and refresher training
	• selection and use of PPE and clothing appropriate to the hazard
	• ultraviolet light
	• up-to-date electrical test and tag compliance
	• use of chemicals according to MSDS
	• use of residual current devices
	• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.

Soil types may include:	• adhered soil • cobwebs • dust • mould and mildew • nicotine stains • oil • paint • road grime.
Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.

Equipment may include:	• access equipment, including:
	  • A frame ladders
	  • extension ladders
	  • screwdrivers
	• cleaning equipment, including:

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	• brushes • chamois • cleaning cloths • garbage bins • hoses • hot air dryers • microfibre products • pressure-washing equipment • scourers • soft brooms • water extraction machines.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site • signs complying with legislative requirements and Australian

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	standards warning of danger or adverse conditions, including: • cleaning in progress • hazardous chemicals in use or present in work area.
Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources • time limitations.
Cleaning techniques may include:	• air blowing • dusting • low-water cleaning methods, such as using microfibre cleaning products • pressure washing • rinsing • scrubbing • spot cleaning • water extraction • wiping.
Waste may be either solid or liquid and include:	• chemicals past expiry date • obsolete equipment • packaging • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods

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	• non-chemical cleaning methods.

Unit Sector(s)

Cleaning operations

Custom Content Section

Not applicable.

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CPPCLO3016A Wash furniture and fittings

Modification History

Revised unit

Unit updated and equivalent to PRMCL16B Wash furniture and fittings

Unit Descriptor

This unit of competency specifies the outcomes required to wash furniture and fittings. This function is usually part of client specifications for periodic rather than routine cleaning and covers a range of surface types and cleaning methods.

Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess furniture and fittings to be cleaned.	1.1	***Furniture and fittings*** are assessed, ***work order*** is reviewed according to ***company requirements***, and issues are clarified with ***appropriate persons*.**
		1.2	***Hazards*** are identified and risks controlled in work site according to ***legislative***, ***occupational health and safety*** (OHS) and company ***requirements***.
		1.3	Type and condition of furniture and fittings are identified by observation according to work order and company requirements.
		1.4	***Soil type*** is identified by observation according to work order and company requirements.
		1.5	***Cleaning techniques*** are selected according to work order and company requirements.
		1.6	Size and usage pattern of work site are determined to ensure safety of ***personnel*** and efficient use of ***equipment*** and ***chemicals***.
		1.7	Pre-existing damage is identified and reported to appropriate persons according to company requirements.
2	Select equipment and chemicals.	2.1	***Personal protective equipment*** (PPE) is selected and used according to ***manufacturer specifications***, and OHS and company requirements.
		2.2	Equipment and chemicals are selected for work order according to OHS and company requirements.
		2.3	Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4	Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
		2.5	Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.

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3	Prepare work site.	3.1	Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
		3.2	***Signage and barriers*** are installed as required to maximise public safety during cleaning operation according to **work order, and OHS and company requirements**.
		3.3	Furniture and fittings that impede cleaning operation are moved according to work order, and OHS and company requirements.
		3.4	Floor, furniture and fittings are covered by drop sheets as necessary according to work order and company requirements.
		3.5	***Work restrictions*** affecting completion of work order are identified and appropriate persons are notified.
4	Clean furniture and fittings.	4.1	Soil is removed from ***surfaces***, and furniture and fittings are washed using equipment, PPE, chemicals and cleaning techniques.
		4.2	Work area is restored according to work order and company requirements.
		4.3	Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
5	Tidy work site.	5.1	Collected soil and ***waste*** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and ***environmental requirements***.
		5.2	Furniture and fittings are replaced according to client requests, work order and OHS requirements.
		5.3	Signage and barriers are removed according to work order, and OHS and company requirements.
6	Clean and safety check equipment,	6.1	Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

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		and company requirements.
and store equipment and chemicals.	6.2	Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
	6.3	Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
	6.4	Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify soil and stains
  - identify surface types
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

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  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

Required knowledge

- cleaning chemicals and equipment and their application for surfaces of furniture and fittings
- cleaning methods for furniture and fittings, including:
  - pre-spotting and stain removal
  - low-water
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to washing furniture and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observing practical demonstrations of washing furniture and fittings involving at least two different work site environments.
Critical aspects for assessment and evidence required to demonstrate	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.

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competency in this unit	In particular the person should demonstrate the ability to: • identify type and characteristics of furniture and fittings and their surfaces • use safe and efficient cleaning methods • select cleaning equipment and chemicals • comply with company and legislative requirements • achieve outcomes in relation to customer work order and company requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • suitable venue with a range of furniture and fittings • suitable equipment and chemicals • PPE • equipment operating manuals and MSDS • work order instructions, work plans and schedules, and policy documents • assessment instruments, including personal planner and assessment record book.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, such as: • CPPCLO2015A Maintain furniture, fittings and room dressing.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Furniture and fittings may include:	• air conditioning vents • bars • beds • bedside cupboards • benches • blinds • ceiling fans • chairs • clocks • compactus • computers and associated equipment • curtains • desks • displays • door handles • doors • electrical items, including kettles and microwaves • filing cabinets • grilles • lamps • light fittings • light switches • ornaments • ovens • picture frames • railings • refrigerators • shelves • skirting • stoves • tables • telephone hand sets • vents

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	• walls • work stations • window sills.

Work order information may include:	• access to work site, including:
	  • access and egress points
	  • timing of access
	• budget allocations
	• completion times and dates
	• human resource requirements to complete the work tasks
	• job requirements and tasks
	• legislative and local government requirements
	• OHS requirements and emergency response procedures
	• requirements for working in isolated and remote locations
	• resource requirements, such as equipment and materials
	• specific client requirements, such as:
	  • dress and presentation requirements
	  • relationships with other activities
	• use of signage and barriers
	• work schedules
	• work site contact persons
	• work site requirements for specific industries, such as:
	  • hospitals and medical centres
	  • nursing homes
	  • retail food courts
	  • schools
	  • tourism and hospitality.

Company requirements may include:	• business and performance plans
	• client communication procedures
	• client confidentiality procedures
	• client service standards
	• communication channels and reporting procedures
	• company goals, objectives, plans, systems and processes
	• company issued identification badges, cards or passes
	• company policies and procedures, including:
	  • access and equity policy, principles and practice
	  • OHS policies and procedures, including control procedures
	  • maintenance procedures for equipment and PPE
	  • those relating to own role, responsibility and delegation
	  • work site access security clearance procedures
	• company service standards

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	• dress and presentation requirements • duty of care, code of conduct, and code of ethics • emergency response and evacuation procedures • employer and employee rights and responsibilities • environmental protection procedures • personnel practices and guidelines • quality and continuous improvement processes and standards • records and information systems and processes • training materials (induction, refresher and new skills) • use of contractors.
Appropriate persons may include:	• clients • colleagues • managers • persons in control of work sites • supervisors.

Hazards may include:	• allergic reactions to chemicals or equipment, including latex allergies
	• biological and animal waste
	• bites and stings
	• blood and blood-stained products
	• confined or restricted spaces
	• contaminated clothing, materials or equipment
	• damaged or inappropriate equipment
	• dust and fibres
	• electrical hazards arising from:
	  • cables
	  • electrical fittings:
	  • switches
	  • lights
	  • untested electrical equipment
	• fatigue
	• fire
	• gas
	• heights
	• inadequate lighting and ventilation
	• infectious and zoonotic diseases, such as:
	  • Q fever
	  • scabies
	• mobile equipment and vehicle hazards around plant and vehicles
	• moving or unguarded parts
	• noise

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	• occupational violence and bullying
	• poor personal hygiene practices
	• spill, splash and spray
	• release of substances with negative environmental impact
	• synergistic chemical reactions, such as:
	  • hazardous incompatibility
	  • reactivity
	• syringes or other sharps
	• temperature extremes
	• ultraviolet light
	• unsafe manual-handling techniques, including awkward and repetitive postures
	• unsafe underfoot conditions, such as slippery, uneven and rough surfaces
	• work in unfamiliar isolated or remote environments.

Legislative requirements may include:	• Australian standards, quality assurance and certification requirements
	• award and enterprise agreements
	• industry advisory standards and codes, such as:
	  • building codes
	  • dangerous goods codes
	• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:
	  • anti-discrimination and diversity policies
	  • chemical controls
	  • chemical registers and manifests
	  • consumer protection
	  • energy conservation
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial equipment certificates of competency or licences
	  • industrial relations
	  • OHS Acts and regulations
	  • privacy
	  • public health
	  • trade practices
	  • water conservation
	  • workplace consultative arrangements.

Occupational health and safety (also known as	• allergic reactions, such as contact dermatitis • communication devices for remote and isolated locations, such

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workplace health and safety) ***requirements*** may relate to:	as: • mobile phone • two-way radio • dermatoxicological control and prevention measures • emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances • hazard identification and risk assessment mechanisms • health surveillance and monitoring, such as regular blood testing • hierarchy of hazard control procedures • maintaining clear access • national and industry standards and codes of practice • OHS control procedures, such as: • health and safety plans • job plans • job safety analyses • risk assessments • safe operating practices and procedures • safe system of work statements • safe work instructions • work method statements • reporting injury and dangerous occurrences • routes of entry and potential symptoms of exposure to chemicals • safe work practices for equipment, PPE and chemical storage, including interpretation of: • MSDS • hazardous substance information, such as long latency periods • safety training, induction and refresher training • selection and use of PPE and clothing appropriate to the hazard • ultraviolet light • up-to-date electrical test and tag compliance • use of chemicals according to MSDS • use of residual current devices • use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.
Soil types can be wet or dry and may include:	• beverages • blood • blue tack • candle wax • chewing gum • cobwebs

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	• dust • food • glue • grease • human and animal waste • lipstick • medicine • mud and dirt • nail polish • paint • shoe polish.

Cleaning techniques may include:	• for furniture and fittings:
	  • polishing
	  • pre-spraying
	  • scrubbing
	  • vacuuming
	  • washing
	  • wiping
	• for fabric surfaces:
	  • spot cleaning
	  • spray pack foam
	  • vacuuming
	• low-water cleaning methods, such as using microfibre cleaning products.

Personnel may include:	• client's staff members • colleagues • general public • venue, facility, shopping centre staff and management.
Equipment may include:	• alcohol wipes • buckets • damp cloths • extension poles • ladders • lint-free dusters, such as lamb's wool and feather dusters • lint-free polishing cloths, such as cotton and colour-fast cloths • microfibre products • mini mops • oil impregnated cloths • polishing cloths • scourers • sponges

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	• vacuum cleaners.
Chemicals may include:	• acid cleaners • alkaline cleaners • low environmental-impact chemicals • neutral cleaners • solvent cleaners.
Personal protective equipment may include:	• ear muffs and plugs • gloves, such as non-permeable • goggles • high-visibility vests and clothing • overalls and other protective clothing • respirators • safety glasses • safety shoes • splash-proof face masks • sun protection • tongs • ultraviolet protection • wet-work clothing.

Manufacturer specifications may include:	• equipment operating manuals
	• instructional guides
	• MSDS
	• other resources supplied by the manufacturer, such as:
	  • laminated cards
	  • notices
	  • wall posters
	• product labels
	• safety instructions pre-printed on equipment.

Signage and barriers may include:	• physical barriers and restraints erected to restrict access to a site
	• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including:
	  • cleaning in progress
	  • hazardous chemicals in use or present in work area.

Work restrictions may include:	• amount of cleaning anticipated • client activity • employee level of literacy and communication skills • faulty or inappropriate equipment • site accessibility • site hazards • skills of work unit or team • staffing resources

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	• time limitations.
Surfaces may be washable or non-washable and include:	• fabric • glass • laminate • leather • metal • paint • plastic • polyresin • tile • timber • vinyl.
Waste may be either solid or liquid and include:	• chemicals past expiry date • dry waste, such as fluff and lint • liquid waste • litter • obsolete equipment • packaging • soil • used cleaning cloths • used containers • used or contaminated PPE • used or unused chemicals.

Environmental requirements may include:	• clean-up, containment and isolation
	• company policies and guidelines
	• emergency chemical spill control measures
	• environmental protection agency and requirements of government departments, such as:
	  • agriculture
	  • emergency services
	• hazardous materials handling
	• local government regulations and by-laws
	• low-energy cleaning methods
	• low environmental-impact chemicals
	• low-moisture cleaning methods
	• low water-use equipment and water-efficient cleaning methods
	• non-chemical cleaning methods.

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Unit Sector(s)

Cleaning operations.

Custom Content Section

Not applicable.

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CPPDSM5021A Implement asset maintenance strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to determine asset maintenance requirements and implement and review appropriate strategies to meet the needs of individual clients. It requires the ability to develop and document strategies effectively to improve the ongoing quality of maintenance.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine asset maintenance system requirements.	1.1 ***Asset maintenance*** specifications and other ***relevant documentation*** are obtained and analysed to establish maintenance requirements. 1.2 Risk assessment is conducted on anticipated project outcomes according to ***legislative and organisational requirements***. 1.3 ***Industry benchmarks*** are reviewed to determine maintenance intervals and other requirements. 1.4 OHS and other applicable legislative requirements are interpreted and allowed for within parameters of project requirements.
2 Design asset maintenance strategy.	2.1 ***Maintenance strategy*** is designed that details a range of activities that accurately reflect ***client***, legislative and organisational requirements. 2.2 Reliable ***maintenance methods*** are used according to organisational requirements, making efficient use of time and resources. 2.3 Contract specifications for maintenance services are developed and incorporated into tender documents according to legislative and organisational requirements. 2.4 Client ***safety and security requirements*** are incorporated into maintenance strategy according to

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ELEMENT	PERFORMANCE CRITERIA
	legislative and organisational requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
3 Estimate resource requirements.	3.1 Viability to provide required maintenance services is assessed against maintenance specifications and organisational operational capacity.
	3.2 Financial, physical and human ***resources*** to support maintenance requirements are determined and arranged according to organisational requirements.
	3.3 Organisational rate schedules and conditions are applied to established costings where appropriate according to organisational requirements.
	3.4 Factors that may affect capacity to meet project requirements are identified through risk analysis and accounted for in resource estimates.
	3.5 Availability of resources is negotiated and confirmed with relevant people according to organisational requirements.
	3.6 Information is reviewed to ensure an accurate and detailed budget is prepared according to organisational requirements.
4 Review and evaluate asset maintenance strategy.	4.1 Maintenance strategy is reviewed and evaluated in consultation with client and ***relevant people*** using appropriate ***communication strategies***.
	4.2 Systematic review processes and established evaluation methods are identified and used to evaluate strategy processes and outcomes.
	4.3 ***Evaluation*** results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improvement of strategy are presented to relevant people according to organisational procedures.
	4.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret and evaluate documentation, assess risks and estimate costings and budget needs
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan maintenance requirements and resource use
- research and evaluation skills to source asset maintenance information and resource requirements and to review and evaluate strategy
- technical skills to schedule tasks and report outcomes.

Required knowledge and understanding:

- basic knowledge of property contracts and administrative requirements
- building codes and relevant Australian standards
- building construction practice
- building control legislation
- common hazards to public and personal safety associated with particular types of maintenance work in buildings
- industry benchmarks for maintenance procedures
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant building service, trades and operation for maintenance operations
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations

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REQUIRED SKILLS AND KNOWLEDGE

- OHS
- privacy
- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- designing a maintenance strategy that includes procedures to select maintenance contractors and ensure the safety and security of clients and others
- determining maintenance system requirements and intervals using industry benchmarks and OHS considerations
- determining asset maintenance requirements and implementing and reviewing appropriate strategies to meet the needs of individual clients
- knowledge of organisation's practices, ethical standards and legislative requirements associated with preparing a detailed budget, including a risk analysis and estimate of resource requirements
- reviewing and evaluating an asset maintenance strategy

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and presenting the results.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may

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affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and may include:	• buildings • business and marketing contracts • equipment • furniture • goodwill • land • facilities • vehicles.
Maintenance may include:	• backups • changing user codes • confirmation of operational effectiveness • identification and replacement of worn parts • inspection, lubrication, cleaning and adjustments • routine repairs.
Relevant documentation may include:	• certification, including inspection certificates • costings, receipts and invoices • logs of equipment and system problems or faults • operational checks and maintenance conducted • parts and components replaced and materials used • planning permits • property leases, plans or contracts • recommendations for repairs • service and maintenance records • testing and commissioning results • warranty conditions and allowances.
Legislative requirements	• Australian standards, and quality assurance and

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may be outlined and reflected in:	certification requirements
	• award and enterprise agreements
	• codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
	• environmental and zoning laws affecting access security, access and property use
	• general duty of care to clients
	• home building requirements
	• local regulations and by-laws
	• relevant federal, and state or territory legislation that affects organisational operation, including:
	  • anti-discrimination and diversity
	  • environmental issues
	  • EEO
	  • industrial relations
	  • OHS
	• relevant privacy laws
	• strata, community and company titles
	• tenancy agreements
	• trade practices laws and guidelines.

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Industry benchmarks may include:	• discounted cash flow • employment rates • industry association performance index • inflation rate • internal rate of return • life cycle costing • published vacancy factors • tenancy mix.
Maintenance strategy may	• cleaning

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include:

- electrical
- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping
- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Clients may include:

- building supervisors
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents and property owners
- risk assessors
- tenants.

Maintenance methods may include:

- internal employee services
- lease contractual obligations
- outsourcing of external contracts with arms length organisations.

Safety and security requirements may be satisfied through:

- adherence to OHS policies and procedures for the containment of:
  - emergency situations, including fire, flood, bomb threats, suicide attempts or other actions likely to lead to property or bodily threat
  - potential health and safety hazards, such as physical, mechanical or chemical agents already in the work environment, or brought to the environment, or created as a by-product of work done on the site.

Specialist advice may be sought from:

- architects
- bankers and financiers
- builders
- government officials
- investment consultants

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- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts.

Resources may relate to:

- materials
- personnel
- tools and equipment
- training
- transport.

Relevant people may include:

- agents
- clients
- engineers and technicians
- government personnel
- installers
- legal representatives
- management and colleagues
- members of industry associations
- property owners
- site personnel
- subcontractors
- technical experts
- tenants
- tradespeople.

Communication strategies may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires

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- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5022A Implement asset management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan for the management of assets. It requires the ability to implement effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in planning for the management of assets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish performance needs of assets.	1.1 ***Asset*** performance needs are established in consultation with ***relevant people*** according to ***organisational requirements***.
	1.2 ***Risk*** assessment is conducted on asset management outcomes according to organisational and ***legislative requirements***.
	1.3 ***Industry benchmarks*** are analysed to determine expected ***asset performance*** in varying conditions according to organisational requirements.
	1.4 Applicable legislation is interpreted in order to establish user, contractual and legislative requirements for asset performance.
	1.5 Specifications, conditions and manufacturer requirements for asset maintenance and operation are identified for incorporation into plan.
2 Prepare asset management plan.	2.1 Asset management plan is prepared that facilitates achievement of identified aims and objectives.
	2.2 Operational and maintenance ***schedule*** detailing a range of activities and time lines is incorporated into asset management plan.
	2.3 Asset management plan is presented to ***client*** for review according to organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Quality assurance goals and strategies related to implementation of the plan are communicated using established ***communication channels***.
	2.5 Monitoring and reporting arrangements for asset management plan are established and documented in line with client requirements.
	2.6 Financial, physical and human resource requirements are identified and arranged according to asset management plan and organisational requirements.
	2.7 Roles and responsibilities for establishing and maintaining ***asset register*** are identified and documented according to client and legislative requirements.
3 Review and evaluate asset management plan.	3.1 ***Maintenance strategies*** and plans are reviewed and evaluated in consultation with client and relevant people using appropriate ***communication techniques***.
	3.2 Systematic review processes and established ***evaluation methods*** are identified and used to assess planning processes and outcomes.
	3.3 Evaluation results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
	3.4 Recommendations for improvement of plan are presented to relevant people according to organisational procedures.
	3.5 ***Business equipment and technology*** are used to securely maintain documentation according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, analyse risk, estimate costings and budget needs, and review and evaluate plan
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements, organise resource and support processes, and plan and document strategies to manage assets
- technical skills to develop schedules and document plans.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- building practices in relevant property types
- building services and operation methods and practices
- customer needs and preferences for different property types
- industry performance benchmarks
- limitations of work role, responsibility and professional abilities
- maintenance procedures, including vendor specifications
- monitoring and evaluation systems
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- standards for building equipment operation.

Evidence Guide

EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of planning for the management of assets. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- determining asset performance needs using industry benchmarks and consideration of risk
- documenting resource and support arrangements, incorporating expected costs, and processes for development and maintenance of an asset register and operational and maintenance schedules
- evaluating the asset management plan through consultation with interested parties
- knowledge of organisation's practices, ethical standards and legislative requirements associated with planning for the management of assets
- preparing a detailed asset management plan which incorporates strategies for risk management, resource needs, monitoring and reporting arrangements and quality assurance.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools
- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

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Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assets may be static or dynamic and include:	• buildings • business and marketing contracts • equipment • furniture • goodwill • land • property • vehicles.
Relevant people may include:	• agents • clients • designated OHS representatives • emergency personnel • engineers and technicians • government personnel • installers • legal representatives • management and colleagues • members of industry associations • property owners • site personnel • subcontractors • technical experts • tenants.
Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Risk may relate to:	• industry special risks • loss of profits • machinery malfunction

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- OHS
- public liability
- trade practices issues.

Legislative requirements may be outlined and reflected in:

- Australian standards, and quality assurance and certification requirements
- award and enterprise agreements
- codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law
- environmental and zoning laws affecting access security, access and property use
- general duty of care to clients
- home building requirements
- local regulations and by-laws
- privacy laws applying to owners, contractors and tenants
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity
  - environmental issues
  - EEO
  - industrial relations
  - OHS
- strata, community and company titles
- tenancy agreements
- trade practices laws and guidelines.

Industry benchmarks may include:

- discounted cash flow
- employment rates
- industry association performance index
- inflation rate
- internal rate of return
- life cycle costing
- published vacancy factors
- tenancy mix.

Asset performance criteria may include:

- age
- condition assessment
- cost
- depreciation
- down time
- emergency operation and backup
- functionality

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- life span
- maintenance requirements and cost
- replacement
- security
- service levels.

Schedules may be:

- charts
- computerised
- paper-based
- prepared for daily, weekly, monthly or annual timeframes
- to-do lists
- wall-mounted planning boards
- work diary.

Clients may include:

- building supervisors
- company management
- fund managers
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- property agents
- property owners
- risk assessors.

Communication channels may include:

- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- organisational networks.

Asset register may include:

- air conditioning
- cleaning
- heating
- security systems
- telecommunications systems
- utilities
- ventilation
- vertical services
- waste management.

Maintenance strategies may relate to:

- cleaning
- electrical

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- emergency lighting
- evacuation
- fire lighting
- garden
- housekeeping
- painting
- pests
- plumbing
- sanitary disposal
- security
- vertical movement
- waste disposal
- weather proofing.

Communication techniques may include:

- active listening
- clear presentation of options
- consultation methods
- culturally inclusive and sensitive engagement techniques
- questioning to clarify and confirm understanding
- seeking feedback
- two-way interaction
- using language and concepts appropriate to cultural differences
- verbal or non-verbal language.

Evaluation methods could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

Business equipment and technology may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPDSM5023A Implement facilities management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to implement a facilities management plan. It requires the ability to establish implementation activities and priorities, and schedule and monitor support processes to ensure effective and quality implementation processes.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in implementing a facilities management plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify facilities management requirements.	1.1 ***Facilities management plan*** is interpreted to establish implementation activities and priorities in consultation with ***relevant people*** according to ***organisational requirements***. 1.2 ***Implementation plan*** incorporating strategies, objectives and time lines for implementation is negotiated and agreed in consultation with relevant people. 1.3 Monitoring and reporting arrangements for implementation activities are established and documented in line with organisational procedures. 1.4 ***Risk management plan*** to identify, assess and control risks is incorporated into implementation plan according to organisational and ***legislative requirements***.
2 Organise support processes.	2.1 ***Resource*** requirements are determined and organised according to implementation plan and organisational requirements. 2.2 ***Targets and milestones*** are identified and linked to the achievement of outcomes according to implementation plan. 2.3 ***Documentation*** and checklists associated with implementation of the facilities management plan are

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ELEMENT	PERFORMANCE CRITERIA
	prepared in established formats and distributed to relevant people.
	2.4 Information related to the implementation of the asset management plan is distributed using established ***communication channels***.
	2.5 ***Contingency*** arrangements for the implementation of the facilities management plan are identified and activities planned to maximise quality outcomes.
3 Monitor implementation of facilities management plan.	3.1 Progress is systematically monitored and variations to implementation of facilities management plan are verified as required with relevant people.
	3.2 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified parameters.
	3.3 ***Coaching and mentoring assistance*** is provided to colleagues as required to overcome difficulties throughout implementation process.
	3.4 Systems, records and reporting procedures are maintained according to organisational and legislative requirements.
4 Evaluate implementation of facilities management plan.	4.1 Regular reports on progress and outcomes are provided to relevant people to ensure completion of activities is in line with implementation plan.
	4.2 Systematic review processes and established ***evaluation methods*** are identified and used to evaluate implementation processes and outcomes.
	4.3 Evaluation results are prepared in the required format, style and structure and presented to relevant people within agreed timeframes.
	4.4 Recommendations for improving implementation processes are presented to relevant people according to organisational requirements.
	4.5 Relevant documentation is completed and processed according to legislative and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for

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REQUIRED SKILLS AND KNOWLEDGE

this unit.

Required skills:

- analytical skills to interpret documentation and estimate resource and time requirements
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- leadership skills to take a leading role in a variety of situations, motivate people and pursue new challenges and opportunities
- planning skills to sequence project activities logically, plan and document strategies to implement plans, set goals and meet time constraints
- problem solving skills to identify potential barriers to implementation strategies, analyse risks and establish contingencies
- technology skills to calculate resources, process information and use project planning and scheduling software.

Required knowledge and understanding:

- building services and operation methods and practices
- continuous improvement processes
- industry performance benchmarks, including use and application of value analysis and benchmarking techniques
- organisational and professional procedures, ethical practices and business standards
- organisational quality systems, such as strategic planning processes and recording systems
- project management concepts and principles
- relevant federal and state or territory legislation and local government regulations related to:
  - anti-discrimination
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy

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REQUIRED SKILLS AND KNOWLEDGE

- property sales, leasing and management.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of implementing a facilities management plan. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- analysing risks and developing a plan to manage and control risks associated with the implementation of the facilities management plan
- evaluating the implementation of the facilities management plan through consultation and preparing systematic progress reports
- knowledge of organisation's practices, ethical standards and legislative requirements associated with implementing a facilities management plan
- organising resources and developing checklists to assist in the implementation of the facilities management plan
- preparing a detailed implementation plan that incorporates strategies addressing risk management, resource needs, monitoring and reporting arrangements and quality assurance controls.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

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- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities may include:

- car parking
- child care centres
- community facilities
- educational facilities
- meeting places
- offices
- recreational facilities
- security facilities
- sport and recreation venues.

Facilities management plan may outline areas such as:

- building and engineering maintenance, cleaning services, security and landscape maintenance
- buildings, minor works, site works and landscaping planning guidelines
- control of traffic and parking
- environment plans
- funding strategies
- infrastructure for and supply of utilities such as energy, water and sewerage
- life cycle management plans
- long-term capital and maintenance financial forecasts
- performance benchmarking recommendations and measurement processes
- quality standards for furniture
- risk management processes.

Relevant people may include:

- colleagues
- emergency personnel
- engineers and technicians
- financial institutions
- legal representatives
- members of industry associations
- OHS representatives

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- subcontractors
- technical experts
- tenants.

Organisational requirements may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

Implementation plan may include:

- formal structure against which progress can be evaluated
- acquisition strategies
- budgets and timetables that enable the commitment of resources at appropriate points
- consultation strategies to involve stakeholders
- contingency plans to cater for changes or significant difficulties
- objectives, scope and expected benefits of plan
- quality assurance procedures
- specifications
- transition plans.

Risk management plan may describe:

- how often risks will be reviewed, the process for review and who will be involved
- how risk status will be reported and to whom
- planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them
- processes used to identify, analyse and manage risks
- initial snapshot of the major risks and current grading
- who will be responsible for which aspects of risk management.

Legislative requirements may be outlined and reflected in:

- Australian standards
- general duty of care to clients
- home building requirements
- privacy requirements
- relevant federal, and state or territory legislation that affects organisational operation, including:
  - anti-discrimination and diversity

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	• environmental issues • EEO • industrial relations • OHS
	• relevant industry codes of practice covering the market sector and industry, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law • strata, community and company titles • tenancy agreements • trade practices laws and guidelines.
Resources may relate to:	• communication protocols • contractors • equipment • feedback processes • materials • planning documents • specialist advice • technicians • training.
Targets and milestones may include:	• agreed reporting requirements • completion of key tasks and project phases • measurement and achievement of set outcomes • progress reports.
Documentation may include information relating to:	• budgets and operating costs • company services • current and planned developments • legal documentation • management policy and procedures • master plans • property leases, plans or contracts • service and maintenance records • sub-plans, such as environment, human resource management and marketing plans.
Communication channels may include:	• direct line supervision paths • lateral supervision paths • organisational communication protocols and procedures • organisational networks.
Contingencies may include:	• budget constraints • building delays • competing work demands of contractor

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	• environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Coaching and mentoring assistance may include:	• fair and ethical practices • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.

Unit Sector(s)

Unit sector	Property development, sales and management

Competency field

Competency field	Property operations and development

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CPPDSM5027A Provide facilities and amenities for property users

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to provide facilities and amenities and associated services for property users. It requires the ability to establish the need for facilities and amenities and coordinate the planning, implementation and review of services.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of those involved in providing facilities and amenities and associated services for property users.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine requirements of facilities and amenities.	1.1 Requirements of ***facilities and amenities*** are identified in consultation with ***relevant people*** and using appropriate research and survey techniques. 1.2 ***Client*** needs are accurately assessed and clarified using appropriate ***consultative processes*** according to ***organisational requirements***. 1.3 ***Relevant documentation*** and legislative requirements are reviewed to ensure facilities and amenities comply with requirements. 1.4 Situations requiring ***specialist advice*** are identified and assistance is sought as required according to organisational requirements.
2 Plan for provision of service.	2.1 Provision of facilities and amenities is planned according to client and organisational requirements. 2.2 Project strategies, objectives and time lines are negotiated and agreed in consultation with client and other relevant people. 2.3 Monitoring and reporting arrangements for project activities are established and documented in line with client requirements. 2.4 Financial, physical and human ***resource*** requirements are identified and arranged according to project plan and

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures. 2.5 Risk management plan to identify, assess and control risks is prepared and incorporated into project plan according to legislative and organisational requirements. 2.6 Relevant approvals are obtained within the designated timeframe according to legislative and organisational requirements.
3 Coordinate implementation of facilities and amenities.	3.1 Facilities and amenities are implemented according to agreed project plan, approvals and organisational requirements. 3.2 Equipment and services are provided according to manufacturer, supplier and legislative requirements. 3.3 ***Contingency*** arrangements for implementation of facilities and amenities are identified and activities planned to maximise quality outcomes. 3.4 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified budgetary parameters. 3.5 Regular reports on progress and outcomes are provided to relevant people according to project plan.
4 Review effectiveness of facilities and amenities.	4.1 Systematic review processes and established ***evaluation methods*** are used to evaluate the effectiveness of facilities and amenities. 4.2 ***Feedback*** from ***users*** is used according to organisational procedures to confirm quality of facilities and amenities and identify areas for future improvement. 4.3 Identified non-conformances and non-compliances are documented and referred for action according to organisational requirements. 4.4 Evaluation results and recommendations for improvements to processes are prepared in required format, style and structure and presented to relevant people within agreed timeframes. 4.5 ***Business equipment and technology*** are used to maintain relevant documentation according to legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- analytical skills to interpret documentation, assess risk, estimate costings and budget needs, and provide cost analysis for services provision
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan, complete and review project processes
- research and evaluation skills to source information and resource requirements for facilities and amenities, use survey techniques, and review and evaluate processes
- technical skills to schedule tasks, report outcomes and design monitoring systems and processes.

Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- industry benchmarks on performance levels
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- planning methods and techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- types of facilities and amenities within the property industry.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of providing facilities and amenities and associated services for property users. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- coordinating the implementation of facilities and amenities, ensuring equipment and services meet manufacturer and supplier specifications, and expenditure and resource use are monitored against budgets
- evaluating effectiveness of facilities and amenities and feedback from users, and making recommendations for improvements to processes
- identifying requirements of facilities and amenities through consultation with clients and others and by reviewing documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing facilities, amenities and associated services for property users
- planning the provision of facilities and amenities, incorporating strategies for monitoring and reporting, risk management, resource needs and gaining necessary approvals.

Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

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- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Facilities and amenities may relate to:	• business support • car parking • child care • meeting places • minding services • recreation • security facilities.
Relevant people may include:	• architects • builders • clients • legal representatives • management and colleagues • members of industry associations • principals • service providers • users.
Clients may include:	• building supervisors • company management • fund providers • government and legal instruments or agencies • institutions • insurers • internal and external property groups • legal advisers • private investors • project managers • property agents • property owners • risk assessors.
Consultative processes	• face-to-face meetings • telephone, facsimile and written communication.

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may include:

Organisational requirements may be outlined and reflected in:	• access and equity principles and practice guidelines • business and performance plans • complaint and dispute resolution procedures • goals, objectives, plans, systems and processes • legal and ethical requirements and codes of practice • mission statements and strategic plans • OHS policies, procedures and programs • policies and procedures in relation to client service • quality and continuous improvement processes and standards • quality assurance and procedure manuals.
Relevant documentation may include:	• agreements • building codes • certificates of occupancy • contracts • leases • licences • permits • plans • specifications.
Specialist advice may be sought from:	• architects • bankers and financiers • builders • business consultants • government officials • investment consultants • members of industry associations • planners • real estate agents • solicitors • subcontractors • technical experts • valuers.
Resources may include:	• materials • personnel • tools and equipment • training • transport.
Contingencies may relate to:	• budget constraints • building delays

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	• competing work demands of contractor • environmental factors, such as time and weather • industrial disputes • non-availability of resources and materials • public holidays and shut-down periods • equipment and technology breakdown • unforeseen incidents • workplace hazards, risks and controls.
Evaluation methods could be qualitative or quantitative and may include:	• checklists • cost data analysis • expert and peer review • interviews • observation • questionnaires • review of quality assurance data.
Feedback may be sought from:	• clients and their legal representatives • management and colleagues • formal and informal performance appraisals • workplace assessment.
Users may include:	• agents • clients • customers • general public • managers • owners • tenants.
Business equipment and technology may include:	• data storage devices • email • facsimile machines • internet, extranet and intranet • photocopiers • printers • scanners • software applications, such as databases and word applications • work computers.

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Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Property operations and development

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CPPSEC2012A Monitor and control individual and crowd behaviour

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for monitoring.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 ***Work tasks*** are verified and clarified as required with ***relevant persons***. 1.3 Personal dress and presentation is maintained to meet assignment requirements. 1.4 ***Resources and equipment*** are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions. 1.5 Faulty or damaged equipment is replaced and reported in accordance with organisational procedures. 1.6 ***Site*** layout details and ***communication channels and processes*** are verified and clarified with relevant persons as required.
2 Monitor individual and crowd behaviour.	2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organisational procedures. 2.2 Crowd and individual behaviour is monitored to ensure the security and safety of persons and property. 2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons. 2.4 Communication is courteous and professional and ***interpersonal techniques*** reflect an awareness of

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ELEMENT	PERFORMANCE CRITERIA
	individual ***social and cultural differences***.
	2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises.
3 Identify and respond to security risk situation.	3.1 Potential ***security risks*** are identified and assessed for degree of risk.
	3.2 ***Response*** is formulated and carried out within scope of own role, competence and authority.
	3.3 Assistance requirements are identified and requested in accordance with organisational procedures.
	3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.
	3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.
	3.6 Relevant ***documentation*** is completed and processed in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- comply with procedures to assess and control risks to self and others
- identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines
- identify and comply with security incident response procedures
- identify response appropriate to security risk situation
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- monitor crowd behaviour, size, safety and direction
- operate security and communications equipment
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities

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REQUIRED SKILLS AND KNOWLEDGE

- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- communication channels, codes and signals
- emergency and evacuation procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- methods of restraint
- negotiation and conflict resolution techniques
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- range of potential security incidents and appropriate responses
- reporting structure and processes
- site layout and access points.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing site layout and verifying communication and security requirements prior to assignment
- completing and processing documentation
- complying with applicable legislation and procedural requirements to maximise the safety and protection of persons, property and premises
- observing and monitoring persons and identifying and responding appropriately to potential threats and hazards
- operating and maintaining security, communications and

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personal protection equipment
- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements (eg security industry, casino security etc)
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

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- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

Work tasks may relate to:

- control of exit from and access to premises
- crowd control
- escort of people
- routine security monitoring of site
- screening of people.

Relevant persons **may include**:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

Resources and equipment may include:

- communication equipment
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment

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- electronic screening equipment
- video cameras and monitors
- security personnel and specialist services
- transport.

***Sites* may include**:
- licensed premises
- outdoor and indoor venues
- private functions
- protests
- public events
- sporting events.

Communication channels and processes may relate to:
- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

Interpersonal techniques may involve:
- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Social and cultural differences* may relate to**:
- dress and personal presentation
- food
- language
- religion
- social conventions
- traditional practices
- values and beliefs.

Security risks may
- breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol

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relate to:	• emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, assassination.
***Response* may involve**:	• checking identification • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • issuing verbal warnings • notifying relevant emergency services agencies • offering assistance • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3017A Plan and conduct evacuation of premises

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to plan and conduct an evacuation of premises while providing for the maximum safety and protection of self and others. It requires the ability to contribute to the development of an evacuation policy, arrange and participate in evacuation drills, maintain regular communication with designated fire wardens, and conduct evacuations.

This unit may form part of the licensing requirements for persons engaged in guarding operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving guarding activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to writing of policy and procedures for an evacuation situation.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to planning and conducting evacuations are identified and complied with. 1.2 Occupational Health and Safety (OHS) requirements for evacuation procedures are obtained and reviewed. 1.3 ***Emergency scenarios*** are discussed and a system of emergency alerting determined in consultation with ***relevant persons***. 1.4 Evacuation policy incorporates outcomes of the consultative process and is presented for review to relevant persons. 1.5 Presented information uses clear and concise language and complies with organisational requirements for format, style and structure. 1.6 Industry information is regularly reviewed to establish the need for new or revised evacuation policy and procedures.
2 Participate in conducting evacuation drills.	2.1 Documented evacuation policy and procedures are disseminated to relevant persons in accordance with organisational procedures. 2.2 Further information and support materials are readily available and accessible. 2.3 Routine and regular evacuation drills are planned and scheduled in consultation with relevant persons. 2.4 Fire wardens are identified and confirmed in strategic

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ELEMENT	PERFORMANCE CRITERIA
	locations. 2.5 Evacuation drills are conducted in accordance with evacuation policy and procedures. 2.6 Feedback on evacuation implementation is sought and modifications to evacuation policy and procedures are finalised and reissued in a timely manner.
3 Conduct evacuation.	3.1 Evacuation need is determined and appropriate emergency services agencies are ***notified***. 3.2 ***Hazards*** are identified and appropriate ***risk control measures*** are implemented within scope of own responsibility, competency and authority. 3.3 ***Evacuation of premises*** is conducted in accordance with evacuation policy and procedures. 3.4 Mobility impaired persons are identified and special arrangements implemented in accordance with organisational procedures. 3.5 Evacuated personnel are accounted for in accordance with evacuation policy and procedures. 3.6 Relevant ***documentation*** is completed and securely maintained in accordance organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately complete reports and process documentation
- accurately recognise and monitor the likely source of risks and threats
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- conduct evacuation drills
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify potential security threats to people, property and premises
- interpret codes and alarm signals and respond accordingly
- maximise the safety and protection of self and others

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REQUIRED SKILLS AND KNOWLEDGE

- plan and prepare evacuation procedures
- present a professional image to members of the public and colleagues
- prioritise planning activities and meet designated timeframes
- recognise support and assistance requirements
- record and report information
- safely and efficiently conduct evacuation procedures.

Required knowledge

- applicable legislation and regulations including licensing requirements
- bomb threat and counter-terrorism procedures
- documentation procedures and processes
- emergency and evacuation requirements for organisations
- first aid principles and procedures
- limits of own responsibility and authority
- location of emergency and security systems
- planning methods
- premises layout and access points
- principles of effective communication including interpersonal techniques
- report and documentation requirements
- types of safety hazards and risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately planning and completing an evacuation of premises including maintaining related documentation
- assessing a variety of potentially dangerous situations requiring the movement of persons
- conducting evacuation drills and following emergency procedures in compliance with emergency services requirements
- implementing plans and procedures to control the movement of persons including persons with reduced mobility

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- selecting and using appropriate security equipment throughout evacuation.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

***Organisational requirements* may relate to**:

- access and equity policy, principles and practice
- business and performance plans
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- documentation systems, procedures and processes
- emergency and evacuation procedures
- employer and employee rights and responsibilities

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	• legal and organisational policy and procedures including personnel practices and guidelines • legislation relevant to the operation, incident or response • OHS policies, procedures and programs • organisational goals, objectives, plans, systems and processes • policies and procedures relating to own role, responsibility and delegation • quality and continuous improvement processes and standards • resource parameters.
Emergency scenarios may include:	• emergencies eg fire, scenes of crime, accidents • hazardous situations eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage.
***Relevant persons* may include**:	• building manager • clients • colleagues • emergency services personnel eg fire, ambulance, police, army bomb disposal unit • fire wardens • supervisor.
***Notification* may be made by**:	• dedicated communications link • direct alarm link • telephone and mobile phone • two-way radio (portable and installed).
***Hazards* may include**:	• blocked stairway exits • falling debris • incorrect or insufficient information on evacuation procedures • smoke inhalation.
***Risk control measures* may involve**:	• evacuating the premises • isolating and removal of risk • isolating area of potential risk • notifying relevant emergency services agencies • providing access for emergency services • provision of first aid • request for support and assistance • restraint of person • use of negotiation techniques.
***Evacuation of premises* may be**:	• by designated alternative routes • by prescribed primary routes

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Documentation may include:	• to designated assembly point. • activity logs • incident reports • request for assistance forms • review and feedback of evacuation policy and procedures.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CPPSEC3018A Provide for the safety of persons at risk

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to ensure the safety of persons at risk under various security assignment conditions. It requires the ability to plan and prepare security arrangements, implement security and safety policies during escort activities, and monitor and review the effectiveness of the security assignment.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for security assignment.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Assignment instructions and other relevant information is clarified as required with ***relevant persons***. 1.3 ***Resource and equipment*** requirements are confirmed and organised in accordance with organisational procedures. 1.4 Route and site assessment is undertaken in accordance with organisational procedures. 1.5 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures. 1.6 Personal dress and presentation is maintained to professional standards at all times. 1.7 ***Communication channels and processes*** are confirmed with relevant persons in accordance with organisational procedures.
2 Monitor and maintain safety of VIPs.	2.1 ***Security procedures*** are conducted and confirmed in accordance with assignment instructions. 2.2 Security operations are continually monitored and adjusted as required to maintain maximum security. 2.3 Communication is maintained continually throughout security operations in accordance with assignment

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ELEMENT	PERFORMANCE CRITERIA
	instructions and organisational procedures.
	2.4 ***Interpersonal techniques*** are used which reflect an awareness of individual ***social and cultural differences***.
	2.5 Potential ***security risk*** situations are identified, risk assessed and ***responded*** to within own scope of responsibility and competence.
	2.6 VIPs are advised of all factors which may affect their personal safety in accordance with organisational procedures.
	2.7 Need for extra assistance or advice is promptly identified and sought from relevant persons in accordance with organisational procedures.
3 Review and evaluate security operations.	3.1 A process of continual ***assessment*** is applied to review and evaluate the efficiency and effectiveness of security operations.
	3.2 Reports and relevant ***documentation*** are prepared in a timely manner presenting all relevant facts and information in accordance with organisational procedures.
	3.3 Incident observations are provided accurately and constructively and opportunities for improvement are identified.
	3.4 Security operations are reviewed and written findings and recommendations are provided to inform future practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess client security requirements
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and clear and concise language
- determine response appropriate to security risk situation
- escort persons
- estimate and calculate resource and equipment requirements
- identify and comply with applicable legal and procedural requirements including licensing requirements

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REQUIRED SKILLS AND KNOWLEDGE

- identify and comply with security incident response procedures
- identify potential security threats and the likely source of risks
- identify support and assistance requirements
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- record, report and document information
- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- client confidentiality requirements
- communication channels, codes and signals
- emergency and evacuation procedures
- escort procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- security incidents and appropriate responses
- security risk assessment methods.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of: • accurately assessing assignment needs and instructions and determining approaches and resources to be applied

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- accurately identifying and assessing factors which might impact on the safety and security of VIPs and formulating and implementing appropriate responses
- reviewing and evaluating security operations through a process of continual assessment, feedback and exchange of information with relevant personnel
- systematically monitoring security activities and varying operational plans as required to meet changing circumstances.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics

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- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Assignment instructions may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client identification information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

***Relevant persons* may include**:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

Resources and equipment may include:

- communications equipment:
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment:
  - electronic screening equipment
  - video cameras and monitors
- security personnel and specialist services

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	• transport.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
***Security procedures* may include**:	• appropriate positioning of relevant persons • communication of 'need to know' information to relevant persons • escort procedures • establishment and guarding of 'no go zones' • establishment of communication strategies • installation and operation of surveillance and communication equipment • issuance of ID cards for relevant persons • keying off lifts • negotiation and communication with VIPs own security staff • search of premises • security checks of relevant persons • setting up a central 'command post'.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Social and cultural differences* may relate to**:	• dress and personal presentation • food • language

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	• religion • social conventions • traditional practices • values and beliefs.
Security risks may relate to:	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, kidnap, assassination.
***Response* may involve**:	• defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques.
***Assessment* may include**:	• review to specifications and other documentation within organisational and industry policy guidelines • competency assessment for recording purposes.
***Documentation* may include**:	• activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports.

Unit Sector(s)

Unit sector	Security

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Competency field

Competency field Operations

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CUEAUD06B Apply a general knowledge of vision systems to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance to audiovisual technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Under the supervision of experienced technicians, trainees or junior staff members undertake the role outlined in this unit .They need a basic knowledge of the main types of vision systems and the procedures for tasks such as cabling and positioning of equipment. This unit has linkages to a range of other units and combined assessment and/or training may be appropriate, e.g.: • CUETGE15B Handle physical elements safely during bump in/bump out.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Make preparations for simple vision system activities	1.1. Extract key information from installation/set up plans and confirm requirements with supervisor 1.2. Identify appropriate rigging/positioning points for ***vision systems*** 1.3. Correctly identify cables used to connect components Correctly identify and sort ***equipment*** in preparation for set up
2. Complete tasks using vision systems	2.1. Place equipment in the correct position according to supervisor's instructions and within licensing restrictions 2.2. Complete cabling of equipment according to supervisor's instructions and safety requirements 2.3. Finalise set-up tasks according to supervisor's instructions and safety requirements, and test

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ELEMENT	PERFORMANCE CRITERIA
	operation 2.4. Identify any ***problems with equipment*** promptly, take action within scope of individual responsibility or report to supervising technician 2.5. Communicate appropriately with technicians, performers or customers during the completion of tasks

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• patching and operating commonly used signal processors • the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity, having regard to magnitude, AC or DC, circuit state (energised or de-energised) • literacy skills sufficient to extract key information from installation • numeracy skills sufficient to count, sort and position equipment
Required knowledge
• the general scope and potential of vision system operations within different contexts • the relationship between vision system operations and other technical and performance areas, including sound, lighting and performance • the key features, purpose and basic operating procedures of major types of AV equipment, including projectors (slide, video and data) • different types of cable and their usage in different situations and for different types of equipment • common formats of vision system plans and how these relate to practical work tasks • legal and safety issues with regard to vision system operations as they affect individual workers • common terminology used in relation to audiovisual operations • general knowledge of power, including recognition of different power outlets and safe use of power extension leads

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to complete a range of simple vision system tasks safely and in accordance with instructions • introductory knowledge of the major types of vision systems, including key features and safety issues.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current vision systems equipment • project or work activities that allow knowledge to be applied to specific live production contexts and situations • completion of tasks within workplace-realistic time constraints.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate working with equipment and completing tasks • inspection of equipment set up by the candidate • oral questioning/interviewing to assess knowledge of equipment and procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

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EVIDENCE GUIDE	
Guidance information for assessment	Assessment of this unit requires access to: • current and operational vision systems as specified in the Range Statement • vision system plans or instructions.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Vision system activities within this unit must include:	• cabling of equipment, including making cables using connectors and crimping tools • positioning of equipment • testing the basic operation of equipment

Equipment may include:	• 35mm and 16mm projectors
	• audio equipment, including:
	  • amp racks
	  • amplifiers
	  • cables
	  • compact disc players
	  • connectors
	  • effects and mixing desks
	  • equalisers
	  • feedback monitors
	  • microphones
	  • speakers
	  • tape recorders
	• cables and wireless microphones
	• computer-operated equipment
	• digital and still cameras
	• lighting equipment
	• portable LCD and DLP projectors
	• screens

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RANGE STATEMENT	
	• video players and monitors
Problems with equipment would be quite simple in nature and may include:	• difficulties with positioning • discrepancies within plans • incorrect number of equipment pieces • insufficient or wrong cabling • not receiving signal from input devices to display/output devices • problems with power source

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units		

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CUEEVT03B Integrate knowledge of creative and technical production into management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate knowledge of both the creative and technical aspects of live event production into overall production and event management processes. . No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Event managers apply the skills and knowledge outlined in this unit. In this role they work with creative and technical personnel to realise concepts that underpin productions. This unit has linkages to a range of other event and production management units, and combined assessment and or training with those units may be appropriate, e.g.: • SITXEVT009A Develop event concepts • SITXEVT012A Select event venues and sites.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Assess key creative and technical production aspects	1.1. Identify the major ***creative*** and ***technical aspects*** of a production and the relevant personnel with whom liaison is required 1.2. Interpret ***production documentation*** correctly to inform assessment of creative and technical production needs
2. Integrate knowledge of creative and technical production into work activities	2.1. Liaise with creative and technical personnel in a manner which ***establishes trust and rapport*** and shows an understanding of all areas of the production 2.2. Use knowledge of creative and technical aspects to participate in production decisions and facilitate outcomes which balance different production needs 2.3. Take account of creative and technical needs in the planning and implementation of projects
3. Update creative and	3.1. Identify and use ***opportunities to update knowledge***

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ELEMENT	PERFORMANCE CRITERIA
technical production knowledge	of current and emerging creative and technical trends 3.2. Incorporate updated knowledge appropriately into work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• current industry trends in relation to creative and technical production
Required knowledge

• general knowledge of technical and creative aspects of live production including:
  • key roles and responsibilities
  • technical terminology used in each area
  • the design development realisation process
  • the interrelationship between different production areas, including typical challenges
• types of production and event management processes and techniques which foster an integrated approach
• issues associated with balancing different production needs

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • current knowledge of the way in which the creative and technical aspects of a production are realised, including key roles and responsibilities of different

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EVIDENCE GUIDE	
	personnel • effective use of knowledge within the planning or management of an event production.
Context of and specific resources for assessment	The assessment context must provide for: • application of knowledge to specific event and production management contexts, i.e. the management of a production event.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of the management of an event for which the candidate has been responsible • case studies to assess ability to integrate knowledge of creative and technical components into other management processes • oral or written questioning to assess knowledge of creative and technical issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	There are no particular resource requirements for assessment of this unit.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Creative aspects of a production may include:	• cultural issues • design processes for major production aspects, including sets, lighting, sound and costume • the roles and working methods of creative personnel, e.g. director, designers, performers
Technical aspects of a production	• audio

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RANGE STATEMENT	
may include:	• audiovisual • lighting • staging
Production documentation may include:	• cue sheets • designs and plans, e.g. lighting, costume, sound • scripts
Ways of ***establishing trust and rapport*** with creative and technical personnel may include:	• acknowledging the importance of creative or technical expertise in the overall event management process • demonstrating a broad understanding of technical or creative issues • ensuring currency of knowledge in relation to progress of technical or creative aspects • pro-actively working with colleagues to identify key technical or creative issues and challenges
Opportunities to update knowledge may include:	• formal and informal research • industry seminars • informal discussions with colleagues • Internet

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - event management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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CUEFOH03C Provide seating and ticketing advice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to advise customers on seating facilities and to provide general information on ticket categories, prices and availability. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Box office personnel apply the skills and knowledge outlined in this unit. People in this role draw on detailed product knowledge of performances/events and venues. Typically they would be employed at theatre, cinema and event venues which could have one or more auditoria. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • WRRS1B Sell products and services • CUEFOH07B Process financial transactions • CUEFOH08B Process incoming customer orders.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop and update knowledge of venues facilities, seating and performances	1.1. Identify and access information ***sources for current and accurate information*** on venue/s, facilities, seating and performances/sessions/events 1.2. Read and accurately interpret information on all ***aspects of venue seating and ticketing***, including consideration of issues affecting ***customers with special needs*** 1.3. Record and store ***information*** for future use, in accordance with organisational systems
2. Provide seating and ticketing information	2.1. Provide accurate information on costs of all ***ticket*** categories, including any concessional rates 2.2. Provide accurate information on performance/session/event commencement and conclusion times, as requested

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Provide information on facilities and services provided for customers with special needs, as required 2.4. Advise customers on nature of ***seating***, including location and viewing details 2.5. Consider special requests or customers with special needs when ***selecting seats*** 2.6. Make appropriate recommendations for alternative or future performances/sessions/events as appropriate 2.7. Provide accurate advice on refund and exchange policy and procedures and clearly reinforce these issues 2.8. Handle all enquiries and sales in an efficient and polite manner according to the speed requirements of the sales situation 2.9. Seek advice or assistance from colleagues as required
3. Issue tickets	3.1. Check that all ***equipment and materials*** are available and operational before commencing ticket issue 3.2. ***Issue tickets*** and receipts, if required, in accordance with organisational procedures and ***ticketing*** system 3.3. Check tickets before providing them to customer and reconfirm details to the customer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to accurately interpret seating and ticketing information • numeracy skills sufficient to calculate numbers of seats, advise on pricing information
Required knowledge
• information systems used by venues in relation to seating and ticketing • product knowledge of venue facilities, seating layout and prices as appropriate to the organisation • product knowledge of venue performances/sessions/events times as appropriate to the organisation

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REQUIRED SKILLS AND KNOWLEDGE
• broad understanding of the different types and styles of performances/sessions/events as appropriate to the organisation or industry sector • special facilities and services available to people with special needs • procedures and systems for determining availability of tickets • ticket issuing systems, as appropriate to the organisation • payment, refund and exchange policy and procedures

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to access appropriate information on venue facilities, and all operational aspects of the performance/session/event - times, prices, ticketing categories • provision of accurate seating and ticketing advice and issuance of tickets within industry-realistic timeframes • ability to provide information and advice which matches customer needs and requests.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills in providing information for multiple ticketing products to meet varying customer needs • processing requests within typical workplace time constraints, eg serving a physical or telephone queue of customers waiting to access seating and ticketing information • interaction with and involvement of a customer group to whom information and advice can be provided.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential

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EVIDENCE GUIDE	
	underpinning knowledge, and might include: • direct observation of the candidate providing information and advice and issuing tickets • case studies to assess ability to match product to customer needs/requests • review of documentation, information manuals or notes kept by the candidate • written or oral questions and tests to assess knowledge of information sources and actual knowledge of venues, ticketing products and prices • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • typical industry information storage systems for venue, ticketing and performance/session/event information • tickets/passes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Sources for current and accurate information on venue/s, facilities, seating and	• formal familiarisation visits • hirer information sheets • information manuals

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RANGE STATEMENT	
performances/sessions/events may include:	• personal site observation/exploration • venue information sheets/manuals
Aspects of venue seating and ticketing include:	• categories of seating and features • changing configurations • general seating layout • scheduled dates and times for performances • viewing issues, e.g. full view, restricted view
Customers with special needs may require:	• hearing assistance • immobility access • special car parking • special seating • translation assistance • wheelchair access
Customers with special needs may include:	• aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
Storage of ***information*** may include:	• card reference systems • computerised database of information • file notes of particular venues/performances/events/sessions • information manual
Tickets may be issued:	• manually • via a ticketing software system
Seating and ticket advice may be provided by:	• a ticketing agency • the venue itself
Selection of seats may take into account:	• best presentation of the venue - 'dressing the house' • best viewing position for the particular type of performance/event/session • special needs of the customer
Required ***equipment and materials***	• computer hardware

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RANGE STATEMENT	
may include:	• computer software • point of sale transaction documents and equipment
Advising on and ***issuing tickets*** may take place:	• over the counter/face-to-face • via fax or modem • via mail • via telephone • via the Internet or other electronic technology
Ticketing software systems may include:	• Bocs • Globe • Select • Softix • Ticketmaster

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUEFOH04C Usher patrons

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to process tickets and seat patrons for a theatre performance, event or cinema session. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Box office personnel apply the skills and knowledge outlined in this unit. People in this role are responsible for monitoring patron movements in and out of the auditorium and assisting with any special seating requirements. Typically they would be employed at theatre, cinema and event venues which could have one or more auditoria. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUEFOH10B Monitor entry to a venue • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Check and process tickets	1.1. Check ***tickets***/passes for validity and seating location and process in accordance with organisational procedures 1.2. Take appropriate action should any problems arise with tickets/passes 1.3. Provide patrons with accurate ***auditorium information*** and advise if any ***special restrictions or requirements*** apply 1.4. Refer issues beyond own level of responsibility to the appropriate person
2. Seat patrons	2.1. Encourage patrons to enter the appropriate location in accordance with public announcements 2.2. Deal with queues to ensure that patrons are seated efficiently and quickly and that the performance is not

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ELEMENT	PERFORMANCE CRITERIA
	delayed 2.3. Monitor crowd movement and take appropriate action to address ***problems*** 2.4. Direct patrons to their seat location or guide patrons to seats, ensuring their safety 2.5. Deal with any ***seating problems***, take remedial action according to individual level of responsibility and enterprise procedures 2.6. Identify patrons with special needs and ***provide special assistance*** to seat them at the most appropriate time for the comfort and convenience of all patrons 2.7. Provide latecomers with accurate information on when they may be seated and assist them to their seats at the appropriate time 2.8. Observe safety requirements and regulations at all times in accordance with organisational procedures
3. Monitor entry to and from the auditorium	3.1. Close auditorium doors in time for the performance/session/event and continually monitor 3.2. Assist any patrons to safely exit and re-enter the auditorium at appropriate times 3.3. Clear the auditorium of patrons at the conclusion of the performance/session/event in accordance with safety requirements and regulations 3.4. Tidy and/or clean the auditorium and secure, as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• methods of crowd control • literacy skills sufficient to read and interpret tickets • numeracy skills sufficient to count tickets, seats
Required knowledge
• formats and features of tickets as appropriate to the organisation or industry sector

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REQUIRED SKILLS AND KNOWLEDGE
• typical procedures for ushering patrons • layout of the auditorium (all entrances, exits) • seating configuration of the auditorium and various pricing categories • performances/session/event times (start, conclusion, intermission) • special seating facilities and services available to people with special needs • procedures for assisting people with specials needs to and from their seats • procedures for late admissions • safety issues and regulations particularly in relation to the ushering of patrons

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to check and process tickets and seat patrons customers efficiently • ability to identify and resolve seating problems • provision of special assistance to those people who have special seating needs • knowledge of typical procedures used for ushering patrons.
Context of and specific resources for assessment	The assessment context must provide for: • the ushering of patrons within an operational venue environment, e.g. a cinema, live theatre, conference centre • interaction with and involvement of a customer group to be seated and to whom special assistance can be provided • provision of multiple types of assistance to ensure varying customer needs can be met.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

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EVIDENCE GUIDE	
	• direct observation of the candidate ushering patrons within a venue • direct observation of the candidate providing special services to those people who have special needs • role plays to assess ability to resolve seating problems • written or oral questions and tests to assess knowledge of the auditorium, seating layout and procedures, e.g. safety and security, special needs procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • tickets/passes.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Processing ***tickets*** may include:	• collecting whole tickets • tearing ticket stubs and returning main portion to patron • tearing tickets

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RANGE STATEMENT	
Auditorium information provided to patrons may include:	• correct entrance for particular seats • exit points for the auditorium • location of seats
Special restrictions or requirements may include:	• exiting via an exit point • no entry or return entry to the venue once the performance has commenced • no intermission • non use of audio or camera recording equipment inside the venue
Problems with tickets may include:	• patron is using a concessional ticket/pass to which they are not entitled • tickets are for a past or future performance/session
Seating problems may include:	• broken seats • patrons have impaired vision due to height and require booster cushions • patrons moving onto seats which are of a higher price to which they are not entitled • patrons sitting in incorrect seats
Providing special assistance to seat those with special needs may involve:	• adjusting walking pace to that of a less mobile person to ensure their safe arrival at seat location • physical guiding of visually impaired patrons • providing extra verbal instruction to less mobile persons about presence of stairs, steps, steepness of slope, availability of handrails • pushing or guiding wheelchairs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

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Co-requisite units

Co-requisite units		

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CUEFOH06C Manage venue services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to control venue services at a venue during performances/events. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior venue personnel such as front of house managers apply the skills and knowledge outlined in this unit. They are responsible for coordinating the set-up of venues prior to performances/events and for managing on-site customer service. Venue services management requires considerable communication, negotiation and problem solving skills. People in this role have a high degree of autonomy and would typically supervise others. This unit has strong linkages to the following units, and combined training and/or assessment may be appropriate: • CUECOR04B Deal with conflict and resolve complaints • BSBCUS501A Manage quality customer service.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare venue for patrons	1.1. Liaise with the relevant personnel and check that all required ***services*** have been arranged 1.2. ***Check*** that ***all aspects*** of the ***venue*** set-up, facilities and equipment allows for easy patron access, especially for those with disabilities, and to minimise risk of injury to patrons 1.3. Identify any deficiencies, including staff shortages, and take prompt action to rectify the situation 1.4. Provide a ***briefing***, as required, to ***service personnel*** prior to the opening of the venue 1.5. Open the venue at scheduled opening time
2. Monitor venue services	2.1. Monitor the provision of services, identify any problems as they arise and take prompt action to resolve the situation

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Take responsibility for the resolution of any escalated problems or complaints 2.3. Greet VIP patrons and provide special assistance, as required 2.4. Make clear and accurate public announcements as required 2.5. Liaise with back-of-house to maximise quality of service to patrons 2.6. Debrief personnel as required and use feedback constructively to enhance quality of future service provision 2.7. Complete and distribute any ***documentation*** relating to service operation, including relevant management reports 2.8. Close and secure venue as required in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• emergency evacuation procedures • operation of the public address system • communication and conflict resolution techniques • staff responsibilities and reporting mechanisms • incident report documentation
Required knowledge
• operational aspects of service facilities which operate at the venue, e.g. box office, food and beverage outlets, cloakroom, merchandising store/stand • in-depth knowledge of policies and procedures applicable to delivering services to venue customers, including refunds and exchanges • opening and closing procedures for the venue

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to manage the on-site operation of venue services, including all aspects of preparing the venue, briefing and monitoring staff, and closing down the venue • knowledge of the range of problems which may arise and ability to resolve them.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped operational venue, eg a cinema, live theatre, conference centre, on more than one occasion • involvement of a team of operational venue personnel involved in delivering venue services • presence of commercially realistic time pressures involved in the operation of the front-of-house at the time of a performance/session/event • commercially realistic ratios of customers to operational personnel to reflect typical workplace pressures.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate managing venue services • evaluation of reports prepared by the candidate on the venue service management process, including the issues and solutions associated with delivering efficient outcomes • review of documentation prepared by the candidate such as running sheets, incident reports, briefing notes • role plays to assess ability to negotiate solutions to problems • written or oral questions, tests and interview to assess

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EVIDENCE GUIDE	
	knowledge of the venue and procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • a range of operational outlets commonly operated within a venue, eg box office, merchandising store/stand • policy and procedures for front-of-house services, eg emergency evacuation, refunds, opening and closing.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Venue ***services*** may include:	• box office • front-of-house • guiding • ushering • visitor information
Checking all aspects of the set-up of the venue, facilities and equipment may include:	• bathroom facilities • box office operations • checking that all emergency evacuation areas are clear and that safety equipment is

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RANGE STATEMENT	
	operational • checking that auditorium is correctly configured • checking that venue is clean and tidy • cleaning and tidying venue or instructing other staff to clean and tidy venue • food and beverage outlets • merchandising stores/stands • program stands • promotional displays • the cloakroom
Venues may be:	• permanent • temporary
Staff ***briefing*** may include:	• details of event • fire drills • house policies • information about products and services available • information on VIP attendance • notification of forthcoming events • organisational policies and procedures • prior knowledge of special needs of particular patrons • special seating arrangements
Assisting with the workflow of ***service personnel*** may involve:	• selling programs and other merchandise • ushering patrons • working food and beverage outlets
Documentation relating to the front-of-house operation may include:	• incident reports • merchandise sales reports • staff timesheets • ticket sales reports

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUEFOH08B Process incoming customer orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to receive and process sales generated from a remote location. It therefore does not cover selling or product advice skills which are found in the units: • WRRS1B Sell products and services • WRRS2B Advise on products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to many people involved in processing sales of promotional merchandise, but is particularly relevant to box office personnel employed at theatre, cinema and event venues. In addition to on-site sales, box office employees are also responsible for processing remote sales received by fax, mail, internet/email, ticket or merchandise order. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • WRRS1B Sell products and services • WRRS2B Advise on products and services • CUEFOH07B Process financial transactions.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Action incoming orders	1.1. Accurately interpret all details of the ***order*** to determine products and services required 1.2. Organise orders according to urgency and deal with urgent orders in a timely manner to meet deadlines 1.3. Check availability of all products and services, selecting those which match the ***customer's*** first or alternative requests 1.4. Contact the customer if no supply can be made and request or suggest appropriate alternatives 1.5. Accurately calculate the total cost of all goods and

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ELEMENT	PERFORMANCE CRITERIA
	services provided to the customer 1.6. Process and record financial transactions in accordance with organisational and financial institution procedures 1.7. Seek advice and assistance from colleagues as required
2. Record details of the order and despatch	2.1. Correctly interpret existing records or create accurate new records of the customer's order 2.2. Accurately record all sale details against the customer's order in a manner which ensures correct interpretation by others who may access the record of order 2.3. Where required select the goods to be provided to the customer and ensure they are appropriately packaged 2.4. Correctly prepare and issue ***documents and other materials*** to be despatched with the goods 2.5. ***Despatch*** goods and/or documents using the most appropriate method and according to organisational procedures 2.6. Record all despatch details accurately in a manner which will allow for future tracking

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• basic numeracy skills sufficient to calculate payments and complete order documentation • literacy skills sufficient to interpret and complete order documentation • procedures and systems for determining availability of products
Required knowledge
• products and service knowledge relevant to the organisation/industry sector • processing and documentation procedures for remote sales • knowledge of consumer regulations which relate to remote sale of goods

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to accurately process incoming orders within acceptable organisational timeframes • ability to match the allocated products to customer needs • knowledge of products, prices and stock availability systems.
Context of and specific resources for assessment	The assessment context must provide for: • processing incoming orders on multiple occasions to ensure that skills can be consistently demonstrated • processing transactions within typical workplace time constraints, e.g. despatching orders within customer nominated deadlines.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of order and despatch documentation prepared by the candidate • written or oral questions to assess knowledge of products and prices and consumer regulations • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

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EVIDENCE GUIDE	
Guidance information for assessment	Assessment of this unit requires access to: • typical industry order forms • typical industry dispatch documentation • product information and pricing details.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Orders may be for:	• passes • promotional merchandise • tickets • vouchers
Incoming ***customer*** orders may be received by:	• email • fax • Internet • mail
Documents and other materials to be despatched with the goods may include:	• credit card receipt • credit note • promotional brochures or fliers • tax invoice/receipt
Despatch may be:	• direct to the customer • to the venue box office for customer collection at time of performance/session/event • via courier • via mail

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUEFOH10B Monitor entry to a venue

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to monitor entry to a venue and to monitor and report on crowd movements. It does not cover specialist security activities performed by licensed security staff. Units covering security skills are found within the Asset Maintenance Training Package (PRM04). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Operative or managerial front-of-house personnel typically undertake the duties outlined in this unit. They could be working in any live entertainment venue or in cinema complexes. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUSOHS301A Follow occupational health and safety procedures • CUECOR04B Deal with conflict and resolve complaints • CUEFOH09B Provide venue information and assistance.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Monitor and maintain access to the venue	1.1. Check all ***items associated with access*** to the venue before arrival of customers to ensure functionality 1.2. Control ***access*** to the ***venue*** according to organisational procedures, complying at all times with specific safety and security regulations 1.3. Check areas regularly for safety and comfort of customers. 1.4. When monitoring ***restricted access areas***, check identification and allow only authorised personnel to enter restricted areas

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Restrict access to the auditorium until clearance is obtained
2. Monitor crowds	2.1. Identify the maximum number of customers the area can accommodate 2.2. Ensure that queues are controlled firmly and courteously 2.3. Monitor the crowd size and ensure that the maximum number is not exceeded 2.4. Request that customers surrender ***restricted items*** and confiscate, if necessary, according to organisational procedures 2.5. Identify problems promptly and take action to rectify or refer to ***relevant personnel*** 2.6. Monitor crowd behaviour and promptly report any problems to the appropriate personnel or security personnel 2.7. Communicate with colleagues and customers in a courteous manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques for dealing with customers and crowds • numeracy skills sufficient to make counts and estimate crowd numbers
Required knowledge
• venue security and monitoring procedures • restricted items and associated policies • health and safety issues and regulations • protocols for contacting emergency or security services and relevant contacts • layout of venue, including fire and safety exits, entrance doors/gates • various formats for identification worn by those associated with the performance/session/event

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of procedures for monitoring entry areas • ability to effectively communicate with the crowds and quickly resolve any conflict as it arises.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped operational venue, eg a cinema, live theatre, conference centre • monitoring a crowd for a commercially realistic period of time to allow for a variety of crowd circumstances to arise • commercially realistic ratios of customers to candidate to reflect typical workplace and crowd conditions.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate monitoring crowds at a venue • role plays to assess ability to negotiate the surrender or confiscation of restricted items • written or oral questions and tests to assess knowledge of the venue and procedures, e.g. safety and security, confiscation of items • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with

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EVIDENCE GUIDE	
	interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Items associated with access to the venue may include:	• barriers • exit and entry locations • fences, gates • signage
Access points may include:	• fire exits • public entrance • stage door
Venue areas to be monitored may include:	• entry areas for the auditorium within the venue • foyer areas • street entrance and footpaths outside the venue
Restricted access areas may include:	• backstage • operating point for technical equipment, e.g. sound mixing desk • the performance area
Restricted items to be surrendered or confiscated may include:	• cameras • dangerous or illegal items, eg drugs, weapons, other items that are potential weapons • drinks • food • recording devices, e.g. DVD/video recorders • telecommunication equipment, eg mobile phones, pagers • umbrellas

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RANGE STATEMENT	
Relevant personnel may include:	• crowd control staff • front-of-house manager • medical personnel • other security staff • police • venue management

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUELGT05C Record and operate standard lighting cues

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to operate a lighting console through plotting and modifying standard lighting cues and then operating them in performance. This unit assumes that the set up of the lighting console and the operation of the more complex cues, and working with advanced equipment, will be undertaken by more senior lighting personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the skills and knowledge required to operate a lighting console through plotting and modifying standard lighting cues and then operating them in performance. This unit assumes that the set up of the lighting console and the operation of the more complex cues, and working with advanced equipment, will be undertaken by more senior lighting personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

It is strongly recommended that this unit be assessed with or after the following unit:

CUELGT09B Apply a general knowledge of lighting to work activities.

This unit also has linkages to a range of other lighting units, and combined assessment and or training with those units may be appropriate.

It is strongly recommended that this unit be assessed with or after the following unit:

CUELGT09B Apply a general knowledge of lighting to work activities.

This unit also has linkages to a range of other lighting units, and combined assessment and or training with those units may be appropriate.

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Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Record, modify and replay lighting cues.**	1.1 Correctly identify the functions of **controls** on the console, including function of the unit displaying data and controls to produce text.
	1.2 Correctly undertake channel selection and intensity setting, identify on display unit and make appropriate modifications using all relevant controls.
	1.3 Accurately record cue number and fade/wait times identify on display unit and make appropriate modifications using all relevant controls.
	1.4 Play recorded cues in correct sequence and time using all relevant controls correctly, and identify on display unit.
	1.5 Create, modify and replay group and sub-groups in correct sequence and time using all relevant controls correctly and identify on display unit.
2 **Carry out procedures prior**	2.1 Ensure that working area is clear, tidy, properly

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	to plotting or operating lighting cues.	illuminated, and relevant written instructions are to hand.
		2.2 Check communications equipment and ensure that it is in working order.
		2.3 Power up dimmers, **control desk** and **peripherals** using safe working practices and check that operating environment is within manufacturer parameters.
		2.4 Test **lighting instruments**, accessories and **other lighting elements** to ensure all items are in correct working order.
		2.5 Test **venue** audience, decorative, safety, and working lighting to ensure all items are in correct working order.
		2.6 Identify problems with equipment promptly and take appropriate action, or refer to **appropriate personnel** as required.
3	**Plot and operate lighting cues.**	3.1 Check instructions to verify practicality before plotting and repeat once plotted.
		3.2 Test line of sight needed for visual cues for feasibility during performance.
		3.3 Action cues without delay in accordance with directions and production requirements.
		3.4 Complete cue modifications in accordance with instruction and accurately update appropriate documentation.
		3.5 Establish suitable back-up lighting states in the event of the failure of those recorded.
		3.6 Store recorded lighting cues and other data electronically on device external to main lighting console.
		3.7 Identify and rectify problems safely and in accordance with venue procedures, or refer to appropriate personnel.
4	**Carry out basic troubleshooting**	4.1 Correctly identify the nature of faults and locate promptly.

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	procedures.	4.2 Assess the need for remedial action taking consideration of safety issues and the need for uninterrupted performance.
		4.3 Correctly follow manufacturer diagnostic and remedial procedures in accordance with organisational policy.
		4.4 Report fault to appropriate personnel if fault cannot be immediately rectified, providing all relevant information.
		4.5 Liaise with appropriate personnel to identify back-up alternatives if fault cannot be rectified before next production deadline.
5	**Carry out post-performance procedures.**	5.1 Correctly power down equipment or set to standby between performances as required.
		5.2 Store and/or cover control in accordance with organisational procedures.
		5.3 Make accurate changes to documentation and file in accordance with organisation procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

communication skills to allow for effective collaboration with other technicians and designers

numeracy skills sufficient to complete simple mathematical calculations and recall numbers for channel selection

literacy skills sufficient to interpret production documentation.

Required knowledge:

knowledge of general lighting terms, including how terms may vary between different systems or how different terms can refer to the same functions on different systems

knowledge of lighting control concepts used in various lighting systems

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industry terminology and protocols particularly in relation to the operation of lighting

knowledge of the main types of lanterns, including profile, Fresnel, PC, flood, and PAR lamps, their uses and operations (optical and mechanical) and accessories

understanding of the basic elements of lighting design

problem-solving techniques particularly in relation to lighting console operation

documentation and back-up systems used in conjunction with lighting control

colour recognition in display equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: ability to accurately record and reproduce lighting cues to instruction in a given timeframe knowledge of lighting terminology.
Context of and specific resources for assessment	The assessment context must provide for: practical demonstration of skills through the use of a lighting console on multiple occasions for multiple productions use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: direct observation of the candidate operating a lighting console during production

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direct observation of the lighting effects produced by the candidate during a production

oral or written questioning to assess knowledge of console features and functions

review of portfolios of evidence and third party workplace reports on on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to:

a range of lighting equipment as identified in the Range Statement

a production and production venue.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Venue lights may include:

aisle lights

blue light

cleaners lights

display/advertising lights

general lights

house lights

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	orchestra lights panic lights task light work lights.
Lighting instruments must include:	theatre-based units.
Lighting instruments may include:	special effects units digital moving lights.
Other lighting elements may include:	electrical/electronic props pracs special effects such as: chasers effects projectors fog machines haze machines mirrorballs and motors smoke machines strobes ultraviolet light.
Control desks must include:	manual desks manual/memory desks.
Control desks may include:	controlled lighting effects.
Control desk **peripherals** must include:	desk lamps control cables.

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Control desk **peripherals** may include:	backup units effects units monitors printers riggers controls.
Dimmers may include:	analogue dimmers multiplexed analogue dimmers multiplexed digital dimmers single unit (follow spot) dimmers, eg Model 1 or Monopak small self-contained dimmable controllers, eg. Fourpack, Quadpak.
Appropriate personnel may include:	designer director head of department stage manager supervisor other specialist staff.
Testing the **control** system must include ensuring that:	all dimmer channels are functioning properly all operational controls on the lighting board function properly all peripherals are functioning properly any riggers or designer controls are functioning properly there is a valid DMX line/signal.

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Unit Sector(s)

Not applicable.

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CUELGT09B Apply a general knowledge of lighting to work activities

Modification History

Not applicable.

Unit Descriptor

This unit provides the foundation knowledge required to complete a range of general lighting-related tasks in a live venue environment. It includes the need for an understanding of the role of the lighting technician, overall lighting system layout and basic equipment recognition. Tasks would generally be completed under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit provides the foundation knowledge required to complete a range of general lighting-related tasks in a live venue environment. It includes the need for an understanding of the role of the lighting technician, overall lighting system layout and basic equipment recognition. Tasks would generally be completed under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit underpins and has linkages to general technical units and all other lighting units and combined assessment and/or training with those units may be appropriate, eg:

CUFSAF01B Follow health, safety and security procedures

CUETGE11B Handle physical elements safely during bump in/bump out.

This unit underpins and has linkages to general technical units and all other lighting units and combined assessment and/or training with those units may be appropriate, eg:

CUFSAF01B Follow health, safety and security procedures

CUETGE11B Handle physical elements safely during bump in/bump out.

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Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Make preparations for lighting set up.**	1.1 Extract key information from lighting plans and confirm requirements with supervisor.
	1.2 Correctly identify appropriate rigging and positioning points for lighting equipment.
	1.3 Correctly identify cables used to connect different lighting components.
	1.4 Correctly identify and sort equipment and accessories in preparation for set up, ensuring appropriate handling and taking account of equipment differences.
2 **Complete tasks using lighting equipment.**	2.1 Correctly use the **lighting desk** to bring up channels for focussing.
	2.2 Correctly and safely power up **dimmers** and set up **patch** location.
	2.3 Match **light beam** control accessories to **lights** and use in accordance with instructions.

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2.4 Correctly handle cables, including rolling/unrolling, storage and safe manual handling.

2.5 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor.

2.6 Communicate appropriately with other technicians, performers or customers during the completion of tasks.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

requirements for storage of lighting equipment

literacy skills sufficient to interpret lighting plans, understand use of scale, lighting symbols and notation conventions

numeracy skills sufficient to count and sort equipment and use numerical features of lighting desks.

Required knowledge:

the general scope and potential of lighting operations within different live production contexts, eg theatre, music, corporate

the relationship between lighting operations and other technical and performance areas, including audio, vision systems and performance

typical roles and responsibilities of the lighting technicians in different context, including career paths

lighting system options in a range of venue types

specialised terminology that applies to lighting operations

general features of lanterns and accessories, dimmers and control systems

overview of different types of automated lights and the special requirements of this type of technology, including rigging orientation, powering, requirement for data supply and fixture addressing

overview of appropriate use of standard pump propelled glycol-based atmospheric (smoke)

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effects

organisational and legislative occupational health and safety legislation in particular relation to lighting operations, eg electrical restrictions

knowledge of colour recognition.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: recognition of lighting equipment,, including key features and purpose completion of lighting-related tasks in accordance with health and safety procedures.
Context of and specific resources for assessment	The assessment context must provide for: practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current lighting equipment project or work activities that allow knowledge to be applied to specific production contexts and situations.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: direct observation of the candidate completing lighting-related tasks evaluation of equipment which has been set

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	up by the candidate oral or written questioning to assess knowledge of equipment types review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
	Assessment of this unit requires access to: a range of lighting equipment as identified in the Range Statement an environment in which lighting can be set up and operated lighting plan for interpretation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Use of **lighting desk** must include:	manual preset operation single scene submaster operation (a single set of channel levels being stored in a fader for later use) submaster cue stacking and playback (a series of cues, namely sets of channel levels and fade times, stored in sequence and

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	recalled later) theatrical cue set up and playback.
Use of **dimmer** and **patch** system layouts may include:	automated lighting requirements - direct power and data lines required (no dimmer) distributed dimming - dimmers located where required distributed patch - patch lines from a single dimmer location to destination lights dual systems - combination of the above two systems.
Conventional **lights** to be used must include:	floods and PARS and cyc lights fresnel and pebbled convex (PC) lanterns profile, ellipsoidal profile.
Light beam control accessories may include:	barn doors black wrap doughnuts and top hats gel types and gel frames gobos and gobo holders iris shutters spun.
Use of conventional **lights** must include:	awareness of how heat is dissipated by a lantern awareness of the different types of lamp bases correct bubble handling techniques finding out the correct replacement lamp and wattage of the lantern when incorrect orientation of a lamp may

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reduce filament and lantern life.

Unit Sector(s)

Not applicable.

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CUEPMT11B Manage the production process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required for the overall management of pre-production, including determination and coordination of all production resources. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Production managers with considerable production experience would generally undertake the duties outlined in this unit. In this role, they are responsible for developing an in-depth understanding of both the creative and technical aspects of live productions/ events. Managing the production process requires technical expertise plus considerable communication, negotiation and problem solving skills. As such, this unit brings together many of the skills found in other production management units. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUETEM03C Establish and manage production requirements and resources • CUFPPM408a Compile production schedules.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Interpret the creative parameters of the production	1.1. Participate in preliminary discussions with ***relevant personnel*** to interpret and confirm their creative intentions for the production/event 1.2. Read, analyse and interpret any design or production documents and notes to establish a full picture of production requirements and challenges
2. Identify and confirm production and technical parameters	2.1. Liaise with relevant technical personnel and determine the range and numbers of ***staging and technical elements*** for the production 2.2. Develop an overall operational plan and develop and

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ELEMENT	PERFORMANCE CRITERIA
	document schedules for the completion of various stages of production planning to ensure deadlines can be met 2.3. Provide advice to relevant personnel regarding technical, artistic and safety issues that may affect the production/event
3. Coordinate production meetings	3.1. Liaise with relevant personnel and allocate times for production meetings to ensure most efficient and cost effective use of time 3.2. Chair production meetings and ensure that all artistic and technical issues are discussed and resolved 3.3. Provide current, clear and accurate reports on the progress of various aspects of the pre-production activities 3.4. Notify all relevant colleagues of meeting outcomes which affect their work activities 3.5. Keep accurate records of decisions made and actions required
4. Monitor the production planning phase	4.1. Take an active role in maintaining a creative and technical overview of the project 4.2. Continually liaise with the technical and artistic production team to ascertain and act upon requirements which can be organised on their behalf 4.3. Assess the progress of pre-production activities against timelines and budget and make adjustments accordingly 4.4. Determine any need for additional resources to be applied and take necessary action to ensure production requirements are met 4.5. Communicate with appropriate personnel regularly throughout the pre-production phase in an open manner to maintain positive working relations and to ensure efficient, safe and disciplined production practices
5. Prepare, distribute and maintain required production documentation and information	5.1. Prepare and/or check ***production documentation*** and information and ensure it is complete, accurate and legible and meets with production requirements 5.2. Copy and circulate production documentation and information of the relevant personnel in accordance with organisational procedures 5.3. Develop and maintain accurate records of distribution of documentation

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ELEMENT	PERFORMANCE CRITERIA
	5.4. Continually review and update documentation to reflect changed production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective leadership, negotiation and problem solving techniques in relation to production management • principles for communicating effectively with people with diverse interests and needs • commonly occurring issues and challenges in the production management process and ways of addressing these • meeting procedures and protocols as they apply to the operation of production meetings
Required knowledge
• content of the script or other source document • in depth understanding of all artistic and technical elements of the production/event, e.g. staging, lighting and sound elements, sufficient to be able to co-ordinate all aspects • relevant occupational health and safety legislation and regulation as it applies to all production areas • industrial awards and workers' compensation regulations as they apply to the production staff • required content, format and timing of different types of documentation developed and distributed by a production manager

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to effectively plan, administer and monitor the entire pre-production planning phase for a live production/event • ability to manage a range of tasks concurrently and in accordance with production deadlines • knowledge of all technical, staging and artistic aspects of the production • ability to effectively communicate and delegate within a production management context.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the management of more than one production to allow the candidate to effectively plan, administer and monitor the entire pre-production planning phase for more than one live production/event • preparation and use of a broad range of production documents within typical workplace constraints • involvement of and interaction with a production team to reflect the importance of collaboration and negotiation skills within this unit.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • evaluation of the planning and management of a production for which the candidate has been responsible • interviews with other production personnel to establish the effectiveness of various aspects of production management for which the candidate has been responsible • evaluation of production documentation prepared by the candidate • written or oral questioning to test knowledge of all technical, staging and artistic aspects of the production • written or oral questioning to test knowledge of industrial awards, occupational health and safety issues and regulations and any other regulatory

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EVIDENCE GUIDE	
	matter • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • industry-current production documents • a production and production crew • relevant occupational health and safety regulations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• assistant stage manager • choreographer • designers • director • make-up • management • performers • production manager • technical staff of any type • wardrobe • other specialists
Staging and technical elements	• sets

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RANGE STATEMENT	
for the production may include:	• props and costumes • sound equipment • audiovisual equipment • musical instruments • special flooring • warm-up areas • production desk • lighting
Production documentation may include:	• address lists • agents' lists • artists call sheet, e.g. publicity call sheet • budgets • bump in or bump out schedule • company lists • contact lists • directors notes • distribution lists • ground plans • information on location and rehearsal facility and related elements • preliminary cue synopses • production meeting agendas • production meeting minutes • production plan • props lists • publicity materials • scene breakdown/working division • scene breakdowns • scenery lists • set designs • texts • time sheets • timings/choreography for scene changes • trip note books • wardrobe lists • weekly rehearsal schedules

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Unit Sector(s)

Unit sector	

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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CUEPRP02B Research, obtain and prepare props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to source, obtain and prepare props for any production within the cultural industries. As such it requires research skills, organisational skills and a sound knowledge of different sources of props and the ways in which props may be used in a production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props personnel in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Personnel may include props makers, props storepersons and props dressers. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages to a range of other props units and combined assessment and/or training with those units may be appropriate.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine props requirements	1.1. Correctly interpret production documentation to determine production props ***requirements*** 1.2. Liaise with ***relevant personnel*** to discuss the artistic requirements for ***props*** where required 1.3. Confirm the budget and timeframes that affect the acquisition of props with appropriate personnel
2. Source and obtain props	2.1. Undertake research on the style and nature of props required to establish a clear picture of precise requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Correctly identify ***potential sources of props***, including investigation of various options to achieve the optimum result 2.3. Locate props that meet design specifications, time and budgetary constraints 2.4. Complete procedures for the acquisition of props in accordance with organisational requirements 2.5. Document acquisition details accurately
3. Prepare and maintain props during production	3.1. Prepare and check props prior to the performance to ensure that all required items are available and/or in working order, including adequate consumable supplies 3.2. Secure and store props in accordance with organisational procedures before, during and after the production 3.3. Identify the need for and organise appropriate prop replacements or repairs to meet production requirements 3.4. Where appropriate, dispose of props in accordance with environmental and safety requirements 3.5. Maintain accurate documentation in relation to the status of props, including appropriate cataloguing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• research skills in relation to the ability to research options for props acquisition • literacy skills sufficient to interpret production documentation and other information from a wide range of sources • numeracy skills sufficient to work with props costings
Required knowledge
• the wide and varying scope of props, including broad categories of props and the role of 'one-off' specialist items • typical sources of information on props • sources of different types of props, including both period and contemporary items

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of different props acquisition sources and options • ability to use research techniques to source props which meet production requirements.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the sourcing of props to meet the needs of a particular production • sourcing of props within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of props sourced by the candidate for a given production • case studies to assess ability to source props for different styles of production • oral or written questioning to assess knowledge of the scope of props possibilities and sources of props • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

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EVIDENCE GUIDE	
Guidance information for assessment	Assessment of this unit requires access to: • sources/locations of props.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production ***requirements*** may include:	• director's specifications • length of the run of the show • occupational and health and safety requirements • organisation standards • performers' requirements • production schedule • resource constraints • venue requirements
Relevant personnel may include:	• designers • directors • set personnel • other specialists
Props may include:	• costume props • equipment • furniture • hand props • special effects props • vehicles
Potential sources of props and different options may relate to:	• borrowing • buying • having items specially made • hiring • making alterations to existing props

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

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CUESET05C Apply set construction techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to apply basic carpentry skills to the construction of sets within any production in the cultural industries. As such it focuses on the particular A person working under supervision would generally undertake this role. Skills working with hand and power tools would be required to complete this unit. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with the construction of sets in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. In this role they use hand and power tools, and a range of materials and techniques, to create simple set elements such as flats and treads. At this level their work would be closely supervised.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select equipment and materials for set construction	1.1. Liaise with supervisor to determine the nature of ***set construction*** requirements 1.2. Correctly identify and select appropriate ***materials*** for set construction in accordance with supervisor's instructions 1.3. Calculate correct quantities of materials required and minimise waste where possible 1.4. Select appropriate equipment and tools in accordance with materials being used and type of set construction required
2. Use set construction techniques	2.1. Correctly use ***techniques*** to construct set elements 2.2. Complete the set construction process in a logical manner 2.3. Follow appropriate safety procedures throughout the set construction process in accordance with organisational and ***legislative requirements*** 2.4. Work cooperatively with other team members to

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ELEMENT	PERFORMANCE CRITERIA
	ensure efficiency and quality in the set construction process 2.5. Identify any problems with the set construction process promptly and take appropriate action within the scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to interpret safety instructions • numeracy skills sufficient to calculate quantities and take measurements
Required knowledge
• terminology used in set construction, including types of scenery, joints and fixing systems • stage geography terminology • particular types of materials used for set construction, rationale for selection of these materials and their properties, applications and durability • particular techniques used in set construction and rationale, including common types of joints and assembly techniques • safety issues associated with the construction of sets, including various fireproofing techniques for different materials • format and meaning of technical drawings used to inform set construction • organisational and legislative occupational health and safety requirements, in particular with regard to safe manual handling techniques and working with hazardous substances

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • understanding of the properties, applications and durability of different types of materials that can be used to make set elements • correct and safe use of techniques to construct simple set elements.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through construction of set elements on more than one occasion • completion of set construction tasks within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using techniques to construct set elements • evaluation of items constructed by the candidate in terms of quality finishing and appropriate structural soundness • oral or written questioning to assess knowledge of set construction and stage geography terminology • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • materials, tools and equipment required to construct simple set elements • a workspace in which construction can take place.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Set construction techniques at this level would generally involve construction of the following:	• braces • doors built into a flat • flats • flown pieces • treads • windows built into a flat
Set ***materials*** may include:	• adhesives • craftwood, Masonite, plywood • fabric • fasteners • fibreglass, canvas and other fabrics • metal products, e.g.: bars, tubes, sheets, moulded or cast metal • paper • particle board • plastics, e.g.: moulded • sheet • timber • timber products
Appropriate ***techniques*** may include:	• fastening • gluing • joining • metalworking, e.g.: welding, cutting • timber construction techniques, e.g. cutting
Occupational and public health and safety ***legislative requirements*** may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units	This unit has linkages with a range of other general building and construction units and set construction units. It is strongly recommended that this unit be assessed with or after the following units:	
	CPCCCM1005A	Carry out measurements and calculations
	MEM18001C	Use hand tools

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CUESMT05C Stage manage the production/event

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate all back-of-house services during the delivery of a live production/event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior stage managers apply the skills and knowledge outlined in this unit which focuses on back-of-house set-up just prior to the production/event and the delivery of the actual performance. Stage managers need to possess high level communication, negotiation and problem solving skills. This unit has strong linkages to other stage management units and combined training and/or assessment with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Oversee preparation of the production/event	1.1. Identify and rectify potential problems that could impact on the smooth running of the production and inform ***relevant personnel*** as required 1.2. Check that relevant personnel are present at the specified time and have completed any administrative procedures 1.3. Conduct briefings with production and performance team, as required 1.4. Supply ***performers*** with the relevant ***items*** and areas required for the ***production***/***event*** 1.5. Ensure cast and crew valuables are secured according to organisational policy 1.6. Communicate with relevant personnel to ensure that all technical pre-show checks are completed within the required timeframe and that required technical

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ELEMENT	PERFORMANCE CRITERIA
	elements are operating 1.7. Liaise with relevant personnel to complete other ***pre-performance requirements***
2. Coordinate the stage set-up	2.1. Liaise with all stage production personnel and monitor work activities against relevant schedules 2.2. Ensure all technical and performance personnel are present at the specified time 2.3. Assess workflow and progress of set-up activities against timelines and initiate short-term action to resolve any problems in meeting the deadline 2.4. Communicate with relevant personnel to ensure that all technical pre-show checks are completed within the required time frame and that required technical elements are operating 2.5. Communicate with the appropriate personnel to ensure that ***staging elements and equipment*** are correctly arranged in correct working order and in accordance with design specifications 2.6. Monitor the set-up to ensure that all ***occupational health and safety*** issues have been addressed in accordance with relevant legislation and organisational procedures
3. Run the production/event	3.1. Monitor production and performance elements and take appropriate action to resolve with minimum disruption to the production 3.2. Use ***reference materials*** appropriately to ensure the accurate and timely delivery of the production/event 3.3. Communicate any changes to the production promptly to all relevant personnel, ensuring all changes meet production standards. 3.4. Ensure the movement of physical elements occurs in accordance with production schedule/running sheet and timing
4. Maintain working relations and communication with production and performance team	4.1. Provide appropriate briefings and materials to cast and crew prior to the performance 4.2. Liaise with cast and crew in a timely manner regarding any pre-performance requirements 4.3. Communicate with cast and crew regularly throughout the production in an open manner to maintain positive working relations 4.4. Provide clear instructions in a manner that is appropriate to the production requirements, ensuring

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ELEMENT	PERFORMANCE CRITERIA
	that timing is maintained and precise 4.5. Communicate with personnel in a clear and concise manner to ensure efficient, safe and disciplined production practices
5. Finalise the performance/event	5.1. Accurately prepare ***post-performance documentation*** according to organisational procedures 5.2. Organise the clearance and cleaning of the production/event sites as required, including appropriate security, storage and disposal 5.3. Maintain required production facilities and stocks of consumables for use in future productions 5.4. Identify any repairs or maintenance required and take appropriate action 5.5. Identify the need for and make any necessary adjustments to ***production documentation*** to ensure consistency and quality of future performances

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to interpret complex documentation and write simple reports
Required knowledge
• broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements • the key factors involved in the successful stage management of a production, including typical problems and responses • effective communication, team leading and delegation in relation to the stage management of a production • problem solving and decision making processes and their application in an immediate production/event environment • relevant occupational health and safety legislation and regulations as they apply to maintaining a safe backstage environment

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to manage a range of tasks concurrently and in accordance with immediate time constraints • knowledge of all delivery aspects of the production • ability to effectively communicate and delegate.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the stage management of at least two different productions • interaction with and involvement of a production and performance team to reflect the collaborative nature of the unit.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the stage management of a production/event for which the candidate is responsible • review of production schedules and other stage management reference material and reports prepared by the candidate • review of reports prepared by the candidate on the planning and implementation of the stage management of a production • written or oral questioning to test knowledge of the industrial and occupational health and safety issues and regulations • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or

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EVIDENCE GUIDE	
	numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a production venue • production/event reference material on which to base the stage management of the production/event • full range of production equipment.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• all technicians, e.g. sound, lighting • assistant stage manager • choreographer • designers • director • extras • non-regular performers • performers • production manager • staging personnel • venue management
Performers may be:	• actors • conference speakers • dancers • extras • masters of ceremony • musicians • non-regular performers • panel members such as a debate team

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RANGE STATEMENT	
	• public speakers • regular cast members • singers • special guests • understudies
Items required for the performance may include:	• costumes • hand props • make-up • microphones, e.g. radio microphones
Productions/***events*** may be one-off or part of a season of performances and include:	• circuses • concerts • dance performances • festival performances • live theatre • musicals • opera
Pre-performance requirements may include:	• media calls • photo calls • wardrobe parade
Staging elements and equipment may include:	• costumes • prompting equipment • props • props table • set pieces • special effects • stage management communication equipment • stage management desk
Occupational health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia
Reference materials used to run the production/event may include:	• call sheets • cue sheets • prompt sheets
Details in ***post performance documentation*** may include:	• audience numbers • audience reaction • changes to performers

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RANGE STATEMENT	
	• comments on artistic or technical performance • timings • venue capacity
Production documentation may include:	• agent list, props lists • announcements • artists' call sheet, e.g. publicity call sheets • calculations of performance timings • contact list, address list • firearms log • front-of-house information • ground plans • media schedule • notes on operating equipment • notification for production personnel • performance schedule • production schedule • program inserts • rehearsal schedule for non-regular performers • riders • scenery list • sign-on sheets • technical plots, e.g. fly plots and dome plots • texts • time sheets • understudy schedule • understudy/covers list • wardrobe list

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

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Co-requisite units

Co-requisite units		

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CUESMT08B Call the production/event

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret call reference material and identify requirements for front and back-of-house announcements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Stage managers apply the skills and knowledge outlined in this unit. 'Calling' the production involves making announcements via two-way communication devices, including verbal cues to technicians and performers. This unit has linkages to a range of other stage management units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT06C Plot technical requirements from scores • CUESMT05C Stage manage the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare to make calls	1.1. Accurately interpret ***production call reference material*** to determine call requirements 1.2. Determine the appropriate time to make various calls 1.3. Check that communication equipment is fully functioning and take action to restore equipment to working order where appropriate 1.4. Make necessary changes to calls and update call reference material accurately
2. Make announcements	2.1. Make ***appropriate checks*** prior to making public announcements 2.2. Make clear and accurate ***public announcements*** in a manner that promotes goodwill with the audience 2.3. Make clear and accurate ***backstage time*** call announcements to ensure the production/event

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ELEMENT	PERFORMANCE CRITERIA
	operates on time 2.4. Promptly identify and communicate any changes to the production/event
3. Call the production/event	3.1. Correctly and sensitively call the production/event using call reference material appropriately 3.2. Provide clear, audible and accurate information and ***cues*** at the correct time and in the correct order 3.3. Receive and interpret cues and make necessary announcements in response 3.4. Promptly identify problem situations and respond quickly with appropriate action to minimise negative impact

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques in relation to calling the technical aspects of a production, including the differing needs of various production personnel • contingency management techniques in relation to the need for timely adjustments and interventions to maintain quality
Required knowledge
• typical format and content of production/event call material • the role of the calling process within a live production/event • general understanding of how communication equipment works and ability to identify faults • broad understanding of artistic and technical elements of the production event such as staging, lighting and sound elements

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • correct interpretation of production/event call material • ability to provide clear and accurate announcements • close monitoring of the performance/production/event and ability to keep time so that cues and announcements are provided at the appropriate time.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the calling of at least two different productions/events that comprise multiple technical and performance elements • interaction with and involvement of a production and performance team to whom calls would be provided • presence of time pressures involved in providing announcements and verbal cues.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of call notes prepared by the candidate • evaluation of a production/event which the candidate is responsible for calling • project activity to allow the candidate to interpret and make changes to production/event call materials • role plays involving production and artistic team members for the relay and receipt of the calls • written or oral questioning to test knowledge of artistic and technical requirements of the production/event • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or

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EVIDENCE GUIDE	
	numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • production/event call material on which to base the announcements • industry current communication equipment used to call a production/event • an event/production venue, eg live theatre, convention centre.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production call reference material may be:	• incorporated with prompt reference material, cue sheet, running sheet, script or score • notated production running list/sheet • scripted • unscripted
Appropriate checks prior to making announcements may include:	• communication with back-of-house personnel • communication with front-of-house personnel • physical checks of the venue
Public announcements may include:	• advice of changes to the advertised artists/performers • advice of changes to the performance • backstage calls and announcements • changes to programmed event/performance • cues and standbys • emergency announcements • emergency evacuation advice • front-of-house calls • time/count-down calls for commencement of

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RANGE STATEMENT	
	the production/event
Backstage time calls/verbal cues may relate to:	• cues for action • performers • standby cues • technical elements
Cues may be:	• cue for action • standby cues

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

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CUESMT10B Organise and facilitate rehearsals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate the overall rehearsal process for live productions/events. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Coordinating rehearsals is typically the role of a production manager or stage manager in conjunction with a producer or director. The core of the job involves setting up the logistics and communication channels to ensure rehearsals run smoothly. It entails preparing essential documentation, liaising with cast and crew, and locating and preparing rehearsal venues. This unit has linkages to a range of other stage management units, and combined training and/or assessment with those units may be appropriate, e.g.: • CUESMT11B Create, update and use production reference documents • CUESMT12B Analyse performance outline/script.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select and secure rehearsal venue	1.1. Determine requirements for ***rehearsal facilities*** through liaison with ***relevant personnel*** and analysis of production documentation 1.2. Develop accurate and complete specifications for ***rehearsal*** venues to facilitate the research process 1.3. Research potential rehearsal venues using appropriate information sources and research methods 1.4. Assess suitability of venues based on comparison of services against specifications

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Complete a risk assessment on potential venues and integrate findings into selection and planning processes 1.6. Negotiate and liaise with personnel from potentially suitable venues to ensure requirements can be met and to address any potential problem areas 1.7. Provide clear and accurate briefings on venue options to relevant colleagues, including recommendations and rationale 1.8. Confirm venue arrangements accurately in writing when the selection process is finalised
2. Coordinate physical elements for rehearsal	2.1. Measure and mark up the rehearsal facilities according to the production design/specifications 2.2. Organise all required ***physical elements*** in accordance with rehearsal schedule and daily requirements 2.3. Arrange appropriate and timely transportation of physical elements at the rehearsal facility in accordance with production specifications 2.4. Ensure that physical elements are correctly set-up, checked by relevant colleagues and are operating in according with design specifications 2.5. Monitor the set-up to ensure that occupational and public health and safety requirements are adhered to 2.6. Advise relevant personnel and ***performers*** of the nature and limitations of physical elements
3. Create and distribute rehearsal documentation	3.1. Correctly identify the information and ***documentation*** required by all those involved in rehearsals 3.2. Circulate relevant, current and accurate information to relevant personnel in a timely manner 3.3. Develop schedules in accordance with provisions in the relevant award and enterprise agreements and budget 3.4. Amend schedules and production documentation as necessary to reflect any required changes and distribute to relevant personnel
4. Facilitate communication during rehearsal	4.1. Deal with ***creative and technical participants*** in a tactful and sensitive manner and take into account any cultural or language differences 4.2. Communicate with creative and technical participants regularly throughout the rehearsal

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ELEMENT	PERFORMANCE CRITERIA
	process in an open manner to maintain positive working relations 4.3. Broker the resolution of any technical problems by facilitating discussions between performers and technical crew 4.4. Take appropriate action to meet requirements of creative and technical participants
5. Participate in rehearsals	5.1. Participate in rehearsals, providing technical assistance as required 5.2. Monitor rehearsals and stage manage, if required, in accordance with the production requirements 5.3. Calculate and record performance timings for use in production documents 5.4. Participate in production meetings or post-rehearsal note sessions to identify any production problems and resolve with the minimum of disruption to the rehearsal process and budget

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and conflict resolution skills in relation to the types of issues that arise during rehearsals with various stakeholders • literacy skills sufficient to conduct research and develop complex documentation
Required knowledge
• different types of rehearsal venue requirements for varying types of production • information sources for venue information • features and requirements of typical venue contracts • overall knowledge of technical and artistic elements of the production • roles and responsibilities of those involved in the rehearsal process • the possibilities and limitations of staging and technical rehearsal elements • differences between the elements used during the rehearsal and the actual production elements • relevant industrial awards for performers and technicians, particularly in relation to scheduling rehearsal times

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REQUIRED SKILLS AND KNOWLEDGE
• relevant occupational health and safety legislation and regulations, particularly in relation to the set-up and safe operation of a rehearsal area • content and format of production documentation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to source and oversee the set-up of an appropriate rehearsal venue which meets the production needs • ability to effectively communicate and resolve conflicts in the context of production rehearsals • knowledge of the technical aspects of the rehearsal process.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the sourcing and set-up of a rehearsal facility for an actual production, plus the facilitation of the rehearsal process • interaction with and involvement of a production and performance team involved in the rehearsal process.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate working within the rehearsal context • review of schedules and other production documentation prepared by the candidate • evaluation of report completed by the candidate on the management of rehearsals, challenges faced and how these were overcome

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EVIDENCE GUIDE	
	• written or oral questioning to assess knowledge of industrial awards and occupational health and safety legislation and regulation • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • potential and actual venues where rehearsals could realistically take place • physical production elements • relevant industrial awards • relevant occupational health and safety regulations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Rehearsal facilities may be:	• hired from another organisation • located at the actual production/event venue • located off-site from the venue • part of the organisation's facility
Relevant personnel/technical and artistic production team may include:	• all technicians, e.g. sound, lighting • artistic director • assistant stage manager • choreographer • designer

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RANGE STATEMENT	
	• designers • extras • non-regular performers • performers • production manager • staging personnel • technical director • venue management
Rehearsals may be conducted:	• in a totally independent space • in the actual performance/production/event space
Physical elements required for rehearsal may include:	• mirrors • musical instruments • notice board • production desk • props and costumes • resin box • secure storage • sets • storage for personal property • suitable flooring • technical equipment • waiting area • warm-up area • other support facilities

Performers may be:	• actors
	• conference speakers
	• masters of ceremony
	• musicians
	• non-regular performers
	• panel members, e.g. a debating team
	• public speakers
	• regular cast members
	• singers
	• special guests
	• non-regular performers, e.g.
	  • extras
	  • replacements
	  • second cast
	  • supernumeraries

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RANGE STATEMENT	
	• swings • understudies
Rehearsal ***documentation*** may include:	• accident report form • agent list • artists call sheet, e.g. publicity call sheets • bump-in schedules • company/organisation lists • contact lists • distribution lists • dressing room lists • front-of-house information • ground plans • memos • petty cash forms • preliminary cue synopses • production meeting agenda • production meeting minutes • production plans • production schedules • props lists • rehearsal reports • rehearsal schedules • scene breakdown/working division • scenery lists • technical plots, eg fly plots and dome plots • texts • time sheets • tour itineraries • understudy/covers list • venue information • wardrobe lists
Requirements of ***creative and technical participants*** may relate to:	• costume fittings • counselling of staging and technical crew • organisation of all types of calls • organisation of publicity materials/events • publicity events • specialist calls, e.g. music, voice, dance • training

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

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CUESMT11B Create, update and use production reference documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to create and maintain the range of production documents used during rehearsals and performances. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Stage managers apply the skills and knowledge outlined in this unit. In this role they are responsible for ensuring that production documentation is up to date, in particular documentation related to prompting and cueing performers. This unit has strong linkages to the following units, and combined training and/or assessment with those units may be appropriate: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine requirements for production reference documents	1.1. Read and interpret production and design documentation to achieve an understanding of the artistic and technical aspects of the project 1.2. Liaise with ***relevant colleagues*** to determine precise documentation requirements and scope of individual responsibilities
2. Create and maintain production reference documents	2.1. Draft ***production reference documents*** using the appropriate format for the type of production and in accordance with organisational requirements 2.2. Accurately and appropriately record ***information*** required to stage the ***production*** on the ***script*** 2.3. Confirm drafts with relevant colleagues and make correct adjustments as required 2.4. Copy and circulate copies of document in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with production requirements, maintaining accurate records of distribution
3. Use production reference documents during rehearsals	3.1. Provide accurate ***prompts*** and cues at the appropriate time in accordance with technical and director's requirements 3.2. Adjust physical elements in accordance with the setting and running documents 3.3. Provide prompts and cues sensitively ensuring appropriate timing accuracy and audibility for performers 3.4. Use documents appropriately to stand in for absent cast members when required 3.5. Update documentation as required to ensure currency of versions being used

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• documentation requirements for different types of production • documentation requirements of different cast and crew
Required knowledge
• broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements, including roles and responsibilities of different cast and crew • the features and formats of source documents used to create production reference documents including scripts • the features of and formats used for different production reference documents, including production script, cue sheets and running sheets • communication techniques for the provision of prompts and cues

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • correct interpretation of artistic and technical requirements of the production/event • ability to create accurate, clear and technically correct production reference documents • knowledge of the range of documentation used in different types of production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the creation and use of documents for at least two different productions • interaction with and involvement of a technical and performance team to reflect the collaborative nature of the process • presence of time pressures in the creation and updating of documents.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of production reference documents prepared by the candidate • project activity which allows the candidate to create documents for different productions • written or oral questioning to assess knowledge of artistic and technical requirements of the production/event • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other

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EVIDENCE GUIDE	
	than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a production • source documentation on which production reference documentation can be based • a rehearsal venue.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant colleagues may include:	• artistic specialist • artists/performers • choreographers • conductor • designers • director • musical director • production manager • technical director • technical staff
Production reference documents must include:	• cue sheet • production script • running sheet
Production reference documents may include:	• 'doubling' list • cast list • cast/character/costume/props matrix • directors notes • extract lists • notated score • quick change lists

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RANGE STATEMENT	
	• rehearsal scene breakdown • scene-by-scene principles and extras lists
Information for the ***production script*** may include:	• backstage calls and announcements • cues and standbys to performers and technicians • cuts and additions to script • front-of-house calls • location, use and movement of props, costumes and set pieces • musical score requirements • other performer movements, eg entrances, exits, moves 'on stage' • performer calls • repeats, pauses, vocal dynamics and other notations relating to performance
Prompting may take place:	• during a technical run through • in dress rehearsal • in ordinary rehearsals • in the live production/event

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

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CUESOU07B Apply a general knowledge of audio to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the foundation skills and knowledge required to complete a range of general audio-related tasks in a live venue environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with audio operations in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. They are working under the direct supervision of an experienced sound technician. The role includes the need for an understanding of the role of sound technicians, the process for setting up audio equipment and the functions of a range of sound equipment. Equipment operation is at a routine level. This unit underpins and has linkages to general technical units and all other audio units, and combined training and assessment with those units may be appropriate, e.g.: • CUSOHS301A Follow occupational health and safety procedures • CUETGE15B Handle physical elements safely during bump in/bump out.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Make preparations for audio set-up	1.1. Extract key information from audio installation plans and confirm requirements with supervisor 1.2. Correctly identify preferred rigging and positioning points for audio ***equipment*** 1.3. Correctly identify cables used to connect different audio components 1.4. Correctly identify and sort equipment and ***accessories*** in preparation for set-up, ensuring appropriate handling and taking account of ***equipment differences***

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ELEMENT	PERFORMANCE CRITERIA
2. Complete tasks using audio equipment	2.1. Correctly connect, disconnect and position audio system cables, including microphone, speaker, multicore and power feeds, in accordance with supervisor's instructions and safety requirements 2.2. Wire the audio system in correct sequence and confirm with supervisor 2.3. Set ***start up*** and operating settings in ***correct sequence*** and correctly use features of audio desk in accordance with instructions 2.4. Identify any problems with equipment promptly, take action within scope of individual responsibility or report to supervisor 2.5. Use positioning and equalising techniques to create optimum ***sound*** quality 2.6. Communicate appropriately with other technicians, performers or customers during the completion of tasks

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to extract key information from audio installation plans • numeracy skills sufficient to sort and count equipment
Required knowledge
• the general scope and potential of audio operations within different live production contexts, e.g. theatre, music, corporate • the relationship between audio operations and other technical and performance areas, including lighting, vision systems and performance • typical roles and responsibilities of audio technicians in different contexts, including different career paths • fundamentals of sound in a circuit, including understanding that microphone level is 40 to -60dB line level • features and meaning of a typical sound system signal flow chart, including signal chains, gain structure and levels • decibel levels and basic sound pressure level measurement, including that frequency is measured in Hertz, understanding the differences between 100Hz and

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REQUIRED SKILLS AND KNOWLEDGE

1kHz
• understanding of phase, including phase cancellation, and that at 180 degree phase difference signals do cancel each other out
• common terminology used in relation to audio
• occupational health and safety requirements and legislation that relate to audio personnel, in particular with regard to working safely with electricity
• requirements for the storage of audio equipment
• key features, purpose and basic operating procedures of major types of audio equipment, including different types of loudspeakers, audio mixing consoles, signal processing equipment, input source equipment and common accessories
• different types of cable, their usage in different situations and how to care for them, including:
  • microphone cables; how to run safely and neatly and where to store excess
  • speaker cables; how to run safely and neatly and avoid lighting components
  • multicore cables, how to run safely and neatly and where to store excess
  • power cables, how to run safely and neatly and where to store excess

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • recognition of sound equipment, including key features and purpose • understanding of signal flow through the audio chain • completion of audio-related tasks in accordance with health and safety procedures.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the completion of a range of preparatory and set-up tasks with industry-current audio equipment • project or work activities that allow knowledge to be applied to specific production contexts and situations.

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EVIDENCE GUIDE	
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate completing audio-related tasks • evaluation of equipment which has been set-up by the candidate • oral or written questioning to assess knowledge of equipment and audio theory • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a range of sound equipment as identified in the Range Statement • a sound system • an environment in which an audio system can be run.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Equipment must include:	• audio mixing consoles • input source equipment • loudspeakers

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RANGE STATEMENT	
Accessories used in live audio may include:	• active splits • analysis software • continuity and phase testers • DI boxes • insolation transformers • spectrum analysers • SPL meters • white or pink noise generators
Equipment differences for loudspeakers may include:	• features of high frequency compression driver types • size of paper cone loudspeakers
Equipment differences for audio mixing consoles may include:	• how front of house consoles differ from stage monitor consoles, particularly the difference between pre and post fade auxiliary sends
Equipment differences for input source equipment may include:	• devices in the main signal chain, e.g. equalisers, CD, cassette, mini disk • devices inserted over individual channels, such as noise gates, limiters, compressors, preamps
Correct ***start up*** sequence and operating settings for an audio system would include:	• ensuring all amplifier volume controls are down (at minimum settings) • ensuring all output faders on console are down (at minimum settings or muted) • powering up all front-of-house equipment first • powering up amplifiers last • winding up amplifier volumes after all equipment is powered up
Correct sequencing of wiring would include:	• connection of adequate mains to all components and understanding of power isolation • patching to create a complete signal chain from input to output • safe and neat positioning of cables and multicore
Sound equipment may include:	• amplifiers to suit the system • analogue FOH mixing desk of at least 24:8:2 format • CD player • computer DAT • effects rack • hard disc recorder • microphones of different pickup patterns and

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RANGE STATEMENT	
	types • mini disc • signal processing equipment • speakers as part of the system • stereo 3-way PA system for audiences of different sizes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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CUESTA01C Install staging elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to install a range of staging elements for any production within the cultural industries. It builds on the skills found in the unit CUESTA05C Apply a general knowledge of staging to work activities. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

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Application of the Unit

Application of the unit	Mechanists apply the skills and knowledge outlined in this unit. In this role they are responsible for installing a range of scenery and set items for performances or events. These include soft scenery, as well as weight and non-weight bearing set items. This unit has linkages with a range of other staging and technical production units, and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for installation of staging	1.1. Prepare venue at the appropriate time in accordance with bump-in schedule 1.2. Read, correctly interpret and apply stage plans to venue layout 1.3. Identify and liaise with ***relevant personnel*** to determine the sequence of installation for ***staging elements*** 1.4. Where there is an existing stage, communicate ***modifications*** clearly to relevant personnel and implement as required 1.5. Install other ***equipment*** and necessary structures in consultation with the relevant personnel 1.6. Pre-rig equipment as required within safety guidelines and licensing requirements
2. Install staging elements	2.1. Mark out ground plan accurately onstage in accordance with design specifications and venue requirements 2.2. Install staging elements in accordance with design specifications and requirements of the production 2.3. Install staging elements in the appropriate sequence as agreed with relevant personnel 2.4. Install staging elements in accordance with safety regulations and any manufacturer instructions 2.5. Select and use appropriate equipment to assist with staging ***installation***, using safe working practices at all times
3. Check staging elements after installation	3.1. Check each staging element to ensure operational standards for performance are achieved and that all safety requirements have been met 3.2. Identify any problems with staging elements, take appropriate action to rectify or refer to relevant personnel for action 3.3. Identify any modifications required to improve suitability for performance and take appropriate action

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to interpret stage plans • numeracy skills sufficient to take measurements required for installation
Required knowledge
• types of control desks which operate stage machinery • techniques for working out load capacity of stage machinery • safe and efficient methods and procedures used in manoeuvring loads • techniques for handling scenic elements, eg toggling flats and pin hinging • relevant legislative and/or organisational health and safety requirements, including safe manual handling techniques, working at heights, moving loads safely • safety issues associated with using ladders • signals to be employed when using stage machinery • safety procedures to be followed in the event of lifting, revolving or trucking emergencies

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • application of safe working practices for installing staging elements • knowledge of safety issues specifically associated with the installation of staging • ability to communicate effectively within a staging team.
Context of and specific resources for assessment	The assessment context must ensure: • practical demonstration of skills through the

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EVIDENCE GUIDE	
	installation of staging elements for more than one production • installation of staging elements within realistic workplace timeframes • involvement of and interaction with a production team to reflect the collaborative nature of staging installation.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate completing installation tasks • inspection of staging elements installed by the candidate • oral questioning/interview to assess knowledge of safety and equipment procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a venue where the installation of staging can take place • staging equipment.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
Relevant personnel may include:	• designers • directors • production managers • stage managers • technical specialists • venue management

Staging elements may include:	• framed scenery, e.g.:
	  • flats
	  • profiles
	  • doors
	  • windows
	• furniture and other set props
	• non-weight bearing scenery, e.g.:
	  • columns
	  • trees
	• revolves
	• soft scenery, e.g.:
	  • canvas legs
	  • borders
	  • cloths
	  • gauzes
	  • cycloramas
	• trucks
	• weight bearing scenery, e.g.:
	  • rostra
	  • ramps
	  • steps

Modifications to an existing stage may include:	• altering grid and other structures under appropriate supervision • installing staging extensions
Equipment, used during installation may include the following, within regulation limits and licensing requirements:	• cherry pickers • ladders and A-frames • maxilift or genie-type lifter • mobile scaffolding • scissor lift • tallescopes
Installing staging aspects of the	• cast and crew amenities, e.g.: dressing rooms

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RANGE STATEMENT	
show may involve setting up additional facilities for certain venues, particularly outside venues, and construction of extra requirements, which may include the following (within regulation limits):	• catering facilities • fences • front-of-house facilities • ground coverings • public amenities • scaffolding • seating • stage coverings • stages • tents

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units:	
	CUESTA05C	Apply a general knowledge of staging to work activities
	MEM18001C	Use hand tools

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CUESTA05C Apply a general knowledge of staging to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance with the installation of staging under direct supervision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with staging for live entertainment events and productions apply the skills and knowledge outlined in this unit. At this level their work would be closely supervised. The role includes the need for an understanding of stage geography, staging equipment and staging terminology plus basic stage preparation and set positioning. This unit has linkages to a range of other technical units and combined assessment and/or training with those units is recommended, e.g.: • CPCCCM1005A Carry out measurements and calculations • MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare stage area	1.1. Refer to stage plan and consult with supervisor to obtain details of work requirements 1.2. Identify the need for general clearing and cleaning of stage area and take appropriate action 1.3. Mark out stage accurately in accordance with stage plan and directions from supervisor 1.4. Liaise with ***other production personnel*** to ensure timing of staging installation is appropriate in relation to other production requirements
2. Lay up floor and position set pieces	2.1. Lay up ***floor*** in accordance with stage plan and directions from supervisor 2.2. Move and assemble ***set pieces*** in accordance with stage plan and directions from supervisor 2.3. Follow appropriate safety procedures when laying

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ELEMENT	PERFORMANCE CRITERIA
	floor and positioning set pieces 2.4. Identify any adjustments required in consultation with supervisor and other personnel and take appropriate action 2.5. Clean up and clean surrounding areas to ensure safe work space for all personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
• Required skills
• literacy skills sufficient to interpret a stage plan • numeracy skills sufficient to take basic stage and staging measurements
Required knowledge
• role of staging personnel within the overall production and interrelationship with other production personnel • stage geography and terminology, including upstage, downstage, on/offstage, stage right/left, scenery dock, PS, OP, cameral left, camera right (for film and TV) • different types of common stage machinery and equipment and the main safety issues associated with their use • basic set assembly, including the correct way to run and float a flat, to lash/toggle and pinhinge flats together and to use tech screws and bolts for assembling set pieces • methods of tying cloths, drapes, tabs, etc to a barrel, including legs, borders, scrims, gauzes, cycloramas • a variety of knots, including bowline, clove, hitch, half-hitch, reef knot, rolling hitch, truckies hitch, overhand knot, figure of eight knot (single and double), whippings and rope seizing • occupational health and safety requirements and their application to stage mechanics,, including the handling of hazardous substances

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of the roles and functions of staging departments and staging personnel • knowledge of entertainment industry terminology in relation to staging • ability to follow instructions and safety procedures.
Context of and specific resources for assessment	The assessment context must ensure: • demonstration of skills through the installation of staging that includes as a minimum the installation of flooring and basic set pieces • involvement of and interaction with a team with whom the candidate can work and which is able to provide the overall direction for staging set-up.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using appropriate and safe techniques to install staging • inspection/evaluation of staging elements positioned by the candidate • oral or written questioning to assess knowledge of staging terminology, features and uses of different types of equipment and stage geography • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to:

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EVIDENCE GUIDE	
	• staging machinery, equipment and tools • venue at which a production is being staged.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Other production personnel may include:	• designers • directors • production managers • stage managers • technical specialists • venue management
Floor may be laid up using:	• carpet • dance floors, e.g. tarkett • floor cloths/cladding • masonite • vinyl
Set pieces may include:	• framed scenery, e.g.: flats, profiles, doors, windows • furniture and other set props • non-weight bearing scenery, eg: columns, trees • revolves • soft scenery, e.g.: canvas legs, borders, cloths, gauzes, cycloramas • trucks • weight bearing scenery, e.g.: rostra, ramps, steps

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

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CUETEM03C Establish and manage production requirements and resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to establish and manage resources and other requirements for a particular production area. It builds on the skills found in the unit CUETEM01C Coordinate production operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A head technician, technical manager or workshop manager would generally undertake this role. This unit has linkages to a range of other technical and management units and combined assessment and/or training with those units is recommended, e.g.: • CUETEM01C Coordinate production operations • CUEFIN02C Manage a budget • CUESET11B Develop set construction plans to meet design requirements.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish production requirements	1.1. Evaluate initial ***production*** concepts and technical requirements in relation to feasibility, safety and any environmental impact 1.2. Provide timely, accurate and correct advice on the feasibility and safety of concepts and their implementation, including suggestions of workable alternatives as required 1.3. Accurately document details of safety and technical requirements in relation to the production concepts 1.4. Clarify production concepts and final requirements in consultation with the ***appropriate personnel*** as required
2. Complete plans for realisation of	2.1. Identify and agree on options for realisation and execution in consultation with the appropriate

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ELEMENT	PERFORMANCE CRITERIA
production requirements	personnel 2.2. Correctly interpret ***production documentation*/*models*** to adapt these to serve practical requirements of construction or installation 2.3. Accurately and appropriately document all ***decisions***, agreements and other relevant information in accordance with organisational procedures 2.4. Develop an action plan for implementing construction or installation incorporating all requirements in terms of ***labour***, materials, equipment and facilities
3. Source and cost resources	3.1. Source and cost ***resource requirements*** as required in accordance with organisation policy and procedures 3.2. Develop realistic expenditure estimates to meet the budget allocation 3.3. Identify potential budget overruns and resolve and/or recommend alternatives to appropriate personnel. 3.4. Liaise with internal and/or external suppliers to acquire equipment and materials, using existing materials wherever possible 3.5. Follow appropriate ***financial procedures*** in accordance with organisational policies and procedures
4. Manage construction or installation	4.1. Organise and oversee work to ensure that construction or installation is completed within constraints of timeframes, budget and available technology 4.2. Allocate tasks in accordance with skill, preference, training requirements and multi-skilling considerations 4.3. Liaise with colleagues and attend appropriate run-throughs and/or production meetings to identify any alterations that need to be made to original design specifications 4.4. Monitor construction or installation to ensure that it meets design specifications, budgetary constraints and timelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and negotiation skills in relation to liaising with production colleagues and resource acquisition
Required knowledge
• in-depth knowledge of the specific production area • practical production issues and limitations in relation to different design concepts and techniques • planning methods and techniques relevant to the production area • supply sources for resources relevant to the production area • typical costs and costing processes relevant to the production area • legal and occupational health and safety issues that affect production operations

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • effective communication with artistic staff, senior management, peers and subordinates • ability to develop options for different production requirements and constraints • extensive knowledge of specialist area, particularly in the area of resource acquisition and management.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the establishment and management of technical requirements for more than one production or event • assessment conducted over a period of time to reflect

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EVIDENCE GUIDE	
	the ongoing monitoring and implementation aspects of the unit • involvement of and interaction with a whole production team to reflect the collaborative nature of the skills in this unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of a particular technical aspect of and event or production for which the candidate has been responsible from planning to realisation • evaluation of reports prepared by the candidate analysing the processes undertaken to realise the technical aspects of a production and identifying key challenges and ways of overcoming those challenges • case studies to assess ability to develop technical approaches for different production situations • problem solving exercises to assess ability to generate solutions to a common range of challenges encountered • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • venue where a production can be staged • equipment and materials relevant to the production area.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production resources and	• audio • audiovisual

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RANGE STATEMENT	
requirements may relate to:	• lighting • props • scenic art • sets • special effects • stage management
Appropriate personnel may include:	• designers • directors • production managers • other technical specialists
Production documentation/models may include:	• designs • drawings • models • plans • production notes • script
Decisions on most appropriate implementation method/s may take account of factors, including:	• budget constraints • time • venue • other company resource restrictions or safety considerations
Resource requirements may include:	• equipment • facilities • labour • materials
Resources may be acquired through:	• acquiring necessary licences and approvals, e.g. firearms licence • borrowing • contra-deals • hiring • purchasing • renting
Labour requirements may be for:	• consultants/specialists • contract staff • permanent staff
Financial procedures may include:	• establishing cheques and petty cash arrangements • establishing paperwork requirements, e.g. purchase orders, requisitions, record keeping, invoices quotes and estimates

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RANGE STATEMENT	
	• implementing appropriate delegation and accountability arrangements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

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CUETEM06B Organise and monitor bump in/bump out

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to oversee the bump in/bump out process for one or more technical aspects of a production. It is very closely linked to the unit 'CUETEM01C Coordinate production operations' which has a particular focus on the organisation and transportation of physical production elements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Head technicians or stage management personnel would generally undertake this role. This unit has linkages with a range of other technical and general supervisory units. It is strongly recommended that this unit be assessed with or after the following unit: • CUETEM01C Coordinate production operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and organise physical element requirements	1.1. Correctly interpret ***production documentation*** to determine the scope and type of ***physical elements*** required 1.2. Complete accurate inventory checks to ensure required physical elements are available and ready for use 1.3. Identify the need for additional equipment or materials and order or organise these in accordance with organisational procedures and relevant budgetary guidelines
2. Make plans for movement of physical elements	2.1. Liaise with ***other production personnel*** to determine the most effective sequential order for the movement and installation of physical elements 2.2. Identify relevant ***transport requirements*** 2.3. Organise transport or communicate needs to appropriate personnel as required in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Make realistic estimates of the numbers of people required for the movement of equipment and provide information to relevant colleagues 2.5. Clearly and accurately document plans for movement and installation of equipment in accordance with organisational procedures
3. Oversee the movement of physical elements	3.1. Provide clear instructions to appropriate personnel regarding the movement of physical elements to ensure safety and avoid damage to equipment 3.2. Monitor the bump in/bump out process to ensure that work is carried out in accordance with instructions 3.3. Organise appropriate storage and security of physical elements where required, including valuable items and any hazardous materials

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques in relation to team leading, including seeking feedback from team as part of ongoing evaluation of processes
Required knowledge
• in depth knowledge of the bump in/bump out process, including an overview of the requirements and issues faced by different technical areas • planning and organisational requirements for the bump in/bump out process, the roles of key personnel and the typical issues and problems encountered • inventory systems and procedures used for equipment and materials in an entertainment context • sources of additional equipment and supplies for one or more technical production areas • occupational health and safety requirements that affect the allocation of work and the movement of physical elements

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is critical to the judgement of competence in this unit: • ability to organise and coordinate the work of a team for bump in/bump out • detailed knowledge of the bump in/bump out process in a given industry context.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the coordination of a bump in/bump out process for multiple productions • involvement of and interaction with a team for whom the candidate can plan and organise work.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of a bump in/bump out process coordinated by the candidate • evaluation of reports prepared by the candidate detailing the methods used to organise a bump in/bump out, challenges faced and how these were resolved • case studies and problem solving exercises to assess ability to plan for different operational situations and contexts • oral or written questioning to assess knowledge of equipment procedures or safety issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • a production venue • equipment and materials to be used during the bump in/bump out process.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Physical elements include any equipment or materials used for a production, including:	• costumes • props • scenic art • sets • staging • support equipment, e.g. furniture, performer amenities • technical equipment
Production documentation may include:	• equipment lists • technical plans.
Other production personnel may include:	• production managers • stage managers • technical managers • other technical specialists
Transport requirements may relate to:	• road vehicles (organisation or hired) • other modes of transport
Transportation requirements may be needed to or from:	• outside facilities • rehearsal facilities • storage facilities • suppliers' facilities • workrooms • workshops

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

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CUETEM07B Tour the production

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate arrangements for a touring production. The unit focuses only on the additional skills and knowledge for touring and would always be combined with other stage management and technical units in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Touring responsibilities will vary in accordance with the job role but the unit is particularly relevant for stage managers and other senior technical production personnel who make general touring arrangements and need to adapt aspects of a production for touring. This unit has linkages with a wide range of other technical and stage management units, and combined assessment and/or training with those may be appropriate.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and plan tour requirements	1.1. Review ***tour*** schedule and ***other production documentation*** to correctly identify implications for the area of work 1.2. Source and evaluate ***relevant*** information on local touring venues/***locations*** 1.3. Evaluate implications and make appropriate plans for touring, including consideration of timelines, budget and allocation of responsibilities 1.4. Liaise with relevant colleagues to discuss and agree on ***specific tour requirements*** as required 1.5. Make plans for touring in accordance with ***legal requirements and regulations*** 1.6. Create accurate ***documentation*** on touring requirements to allow for easy interpretation by

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ELEMENT	PERFORMANCE CRITERIA
	others
2. Implement touring plans and variations	2.1. Organise workflow of self and others to allow for additional work required to implement touring plans 2.2. Advise colleagues on specific variations required in accordance with plans and ensure availability of physical and financial resources 2.3. Monitor touring requirements in accordance with timelines, budget and quality requirements 2.4. Make accurate updates to ***relevant documentation and information*** to reflect production variations
3. Provide briefings on tour requirements	3.1. Prepare and distribute documentation relating to tour requirements to appropriate personnel, including touring venue personnel as required 3.2. Provide accurate and current advice to touring personnel in relation to specific local regulations and procedures
4. Solve problems which arise on tour	4.1. Identify and respond to ***problems*** promptly 4.2. Initiate short-term action to resolve the immediate problem where appropriate 4.3. Analyse problems for any long-term impact and assess and action potential solutions 4.4. Present a positive image of the organisation and its contracted suppliers at all times 4.5. Take responsibility for resolving the problem within the scope of individual authority, and consult with others in accordance with organisational procedures 4.6. Take appropriate follow-up action to monitor the effectiveness of chosen solutions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, negotiation and problem solving in relation to situations which arise during touring
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• the production touring process, key roles and responsibilities, and special issues that apply to touring a production • the type of production variations/adjustments that may need to be made for touring • work planning and delegation techniques in relation to touring a production • relevant award and enterprise agreements and how touring arrangements can be impacted by these • legislative requirements that impact on touring arrangements, including occupational health and safety requirements • features, formats and purposes of the range of documentation required for a touring production

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • effective use of scheduling tools and techniques to organise and prioritise work • communication and negotiation skills and their application to production touring • knowledge of the particular issues, requirements and documentation that impact on a touring production, including the roles and responsibilities of different production personnel.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the planning and implementation of touring arrangements for a touring production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of a report prepared by the candidate on the planning and implementation process for touring

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EVIDENCE GUIDE	
	• case studies to assess ability to plan arrangements for a variety of touring situations • oral or written questioning to assess knowledge of particular regulations or procedures that apply to touring • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • touring venues for the production • the full range of production resources and equipment.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Tours may occur:	• interstate • intrastate • overseas • regional areas
Other production documentation may include:	• budget • location agreements • performers' contracts
Relevant location information may include:	• access, e.g. hours, truck access, parking • amenities and facilities, including food and beverage facilities • masking requirements • power capacity • technical specifications, including power capacity • venue layout and dimensions, e.g. backstage, auditorium, stage
Specific tour requirements will	• accommodation (for cast, crew)

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RANGE STATEMENT	
vary in accordance with the area of work and may include:	• adaptation to physical elements • additional equipment • personnel requirements • publicity arrangements, e.g. interviews, photo calls, publicity with local media • special financial arrangements, e.g. petty cash, time and wages books, letters of credit • special packing or transportation for physical elements • transport (air, sea, land)
Legal requirements and regulations which impact on touring may include:	• differing requirements between States/Territories in Australia • industrial awards governing travel, rehearsal and performance provisions • regulations affecting overseas touring, e.g. customs, quarantine • safety issues in relation to the transportation of materials and equipment
Relevant documentation and information may include:	• accommodation lists • address lists and agent lists • artists call sheets, e.g. publicity call sheets • bump in schedules • company lists • contact lists • dressing room lists • front-of-house information and distribution lists • ground plans • local contacts • maps and information on touring cities and towns • meeting minutes • performance schedule • production schedules • props lists • scenery lists • technical plots, e.g. flying plots and dome plots • texts and meeting agenda • tickets • time sheets

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RANGE STATEMENT	
	• tour itineraries • transport details • understudy/covers lists • venue information • wardrobe lists and preliminary cue synopses
Overseas tours may require the following ***documentation*** to be prepared:	• carnets for air and sea freight • customs and quarantine documentation, e.g. travel permits or visas for personnel • luggage labels • translations of script and organisation documentation and information on activity
Problems on tour may include:	• equipment or transportation breakdown • group conflict or dissatisfaction • loss of equipment or other valuables • need for further adjustments to physical elements • poor supplier performance • service complaints • sickness, injury or death • unexpected delays

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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CUETGE05C Maintain physical production elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to use basic maintenance skills to maintain the physical elements of any production, excluding the repair and maintenance of technical equipment, which requires specialist skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit may be undertaken by a range of technical production personnel, usually under the supervision of others. This unit has linkages to other technical construction and manufacturing units and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after the following unit: • MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Clean physical elements	1.1. Complete regular and timely checks of ***physical elements*** to ensure items are in optimum condition and ready for use 1.2. Identify dirty or damaged items requiring ***cleaning*** and those items which require replacement 1.3. Select and use appropriate protective clothing where necessary 1.4. Clean physical elements using appropriate ***cleaning agents*** and equipment to return items to original condition in accordance with ***safety requirements*** 1.5. Dispose of used chemicals in accordance with hygiene, safety and environmental legislation requirements
2. Perform maintenance	2.1. Complete minor ***repairs and maintenance*** on

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ELEMENT	PERFORMANCE CRITERIA
and minor repairs	physical elements using appropriate techniques, materials and equipment 2.2. Make repairs using safe work practices and in accordance with manufacturer specifications 2.3. Complete maintenance tasks in accordance with required schedules and priorities 2.4. Store physical elements appropriately to minimise chances of damage in accordance with organisational procedures 2.5. Correctly identify tasks requiring specialist attention and refer to appropriate colleagues
3. Perform administrative tasks	3.1. Accurately interpret maintenance requests 3.2. Clarify instructions with persons making a request when required 3.3. Complete work report forms or other documentation accurately and forward to appropriate colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to interpret and complete repair and maintenance documentation, and to read labels • numeracy skills sufficient to calculate measurements of chemicals
Required knowledge
• typical cleaning, repair and maintenance requirements for sets, props and scenic art • cleaning agents, equipment and techniques used to repair physical elements, including any specialised cleaning requirements for items, e.g. scenic art cloths • relevant legislative and/or organisational occupational health and safety requirements, including safe manual handling • types of documentation used to record maintenance and repair work

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to use appropriate techniques to restore physical elements to optimum condition • knowledge of typical cleaning and maintenance requirements for various types of physical elements used in a production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the maintenance and repair of multiple physical elements • completion of tasks within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate completing cleaning and maintenance tasks • evaluation of items cleaned or repaired by the candidate in relation to quality of workmanship and finish • oral or written questioning to assess knowledge of safety requirements and techniques for cleaning particular types of production items • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • physical elements requiring cleaning and maintenance.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Physical elements may include:	• props • scenic art • set elements
Cleaning agents may include:	• cleaning agents for specialised surfaces • disinfectants • general and spot cleaning agents
Cleaning tasks may include:	• cleaning stage areas after performance • cleaning staging equipment • removing stains from scenic elements
Maintenance and repair tasks may include:	• repairing minor damage made during performance • replacing hinges, nails, screws • touch up painting of scenic elements
Safety requirements may include:	• legislation related to general workplace safety, hazardous substances • organisational policies related to cleaning operations and disposal of used chemicals

Unit Sector(s)

Unit sector	

Competency field

Competency field	Construction and maintenance - general maintenance

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Co-requisite units

Co-requisite units		

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CUETGE15B Handle physical elements during bump in/bump out

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to assemble, pack and load/unload physical elements under supervision for any production within the cultural industries. This unit is introductory in nature and focuses on safe manual handling and general knowledge of the bump in/bump out process and types of equipment. It does not include the specialised bump in/bump out procedures and knowledge required by technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit may be undertaken by a range of technical production personnel, usually under the supervision of others. This unit has linkages to other technical construction and manufacturing units and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after the following unit: MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare physical elements for transportation	1.1. Assemble/dismantle ***physical elements*** in the correct order in accordance with instructions to ensure ease of packing, loading, unloading and installation 1.2. ***Pack*** physical elements safely using appropriate ***techniques and materials*** to avoid damage during ***transportation*** 1.3. Correctly identify, prepare and pack any tools required for bump in/bump out
2. Load/unload physical elements	2.1. Load/unload physical elements in the required order taking care to avoid damage 2.2. Use safe manual handling techniques throughout the loading/unloading process to avoid injury or damage 2.3. Install or position physical elements in appropriate work or storage area in accordance with directions

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Identify any hazardous items and load these in a manner which minimises health and safety risk 2.5. Inspect load prior to transportation to ensure that all items are loaded appropriately, and make adjustments as required 2.6. Clear and clean work areas in accordance with organisational procedures
3. Check condition of physical elements	3.1. Check the condition of physical elements to ensure that no damage has occurred during bump-in/bump-out 3.2. Identify any repairs required and report to the ***appropriate personnel*** for action, using correct documentation as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to read simple work instructions, equipment lists and safety directions • numeracy skills sufficient to count/tally equipment and other physical elements • self-management skills sufficient to meet deadlines • problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems • ability to work as a member of a production team
Required knowledge
• general knowledge of the bump in/bump out process for different types of production, including typical procedures and processes and the roles and responsibilities of different personnel • general knowledge of the typical physical elements used for different types of production • typical locations for different physical elements within a production venue • safe manual handling techniques and the broader safety issues associated with the movement of physical elements • relevant organisational and/or legislative occupational health and safety requirements

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REQUIRED SKILLS AND KNOWLEDGE
• packing materials and techniques used for different types of equipment • techniques for loading and stowing equipment for safe transportation • the range of tools commonly required during the bump in/bump out process

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of safe manual handling techniques for various types of equipment • ability to move, pack and load equipment under instruction using safe manual handling techniques.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the packing, loading and positioning of physical elements required in a given production • involvement of and interaction with a team during the bump in/bump out process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate packing, loading or unloading equipment during a bump in/bump out • oral or written questioning to assess knowledge of equipment types and features, safety issues • case studies or problem solving exercises to assess the candidate's ability to respond to different operational situations and contexts • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.

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EVIDENCE GUIDE	
Guidance information for assessment	Assessment of this unit requires access to: • a venue or location for bump in/bump out • a range of equipment typically used for a production • transportation into which equipment can be loaded.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Physical elements may include any equipment or materials commonly used for an entertainment production, eg:	• audio equipment • costumes • lighting equipment • props • scenic art • sets
Transportation may be required:	• between different venues • by air • by rail • by road • by sea • within a venue
Packing/loading techniques may include:	• particular ways of handling different equipment • use of protective coverings • use of restraints
Packing ***materials*** may include:	• boxes • bubble wrap • bush blankets • crates • labels • road cases • rope

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RANGE STATEMENT	
	• straps • tape • tissue paper • wardrobe skips
Appropriate personnel may include:	• event/production managers • stage managers • supervisors/managers • technical staff

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

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CUFCMP301A Implement copyright arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement individual or collaborative copyright arrangements. This unit is related to CUFCMP501A Manage and exploit copyright arrangements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the implementation of copyright arrangements, including sourcing copyright information, gaining clearance to use other people's material and protecting material from unauthorised use. It has application to people involved in using/creating original works, including literary works, computer programs, compilations, artistic works, dramatic works, musical works, cinematograph films, sound recordings, broadcasts, photographs, photographic imagery and published works. This unit does not address assigning copyright and licensing rights. This is addressed in: • CUFCMP501A Manage and exploit copyright arrangements.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Source information on copyright	1. Identify ***sources of information*** on copyright 2. Determine what is and is not protected by copyright 3. Identify and determine role of ***copyright collection societies*** 4. Check copyright legislation with ***appropriate person*** 5.
Obtain permission to use copyright material	6. Identify copyright owner's ***exclusive rights*** 7. Determine need for copyright clearance and identify potential for ***fair use*** of copyright material

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ELEMENT	PERFORMANCE CRITERIA
	8. Discuss and confirm copyright clearance issues 9. Determine if ***moral rights*** or ***performer's rights*** need to be credited 10. Obtain and accurately record copyright clearance
Protect material from unauthorised use	11. Confirm ***original work*** as being the result of individual/collaborative skill and effort 12. Discuss and formally record copyright ownership/proportional ownership 13. Identify and confirm individual/collaborative copyright responsibilities 14. Identify potential infringements to copyright and activities that will not infringe copyright 15. Apply ***copyright notices*** on creative works in a correct manner 16. Prepare, date and store ***documentation*** to track copyright requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills sufficient to determine the duration of copyright arrangements
- literacy skills sufficient to read copyright information and to complete copyright documentation
- learning skills sufficient to maintain knowledge of copyright issues
- teamwork skills sufficient to work with collaborators when discussing copyright ownership
- problem solving skills sufficient to recognise problems that arise from copyright ownership discussions and to seek expert advice on solving them
- technology skills sufficient to use documentation systems for tracking copyright requirements and for accessing/downloading copyright material

Required knowledge

- basic understanding of copyright principles/legislation relevant to implementing copyright arrangements
- recognised procedures to determine copyright ownership
- function of the Australian Copyright Council as it relates to own work context

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to source information and seek appropriate assistance as required to organise copyright arrangements, and ability to apply this information to day-to-day work activities • knowledge of copyright principles/legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information materials, such as the Copyright Act 1968, Copyright Amendment (Digital Agenda) Act 2000 and Australian Copyright Council information sheets • access to an environment where copyright information can be applied and copyright ownership discussed • access to appropriate personnel to check copyright legislation • access to appropriate technology to source copyright information and prepare copyright documentation • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate obtaining permission to use copyright material • case studies to assess ability to identify sources of information on copyright • written and verbal questioning or interview to test knowledge of the sources of information and the role

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EVIDENCE GUIDE	
	of copyright collection societies • problem solving activities to assess ability to recognise problems that arise from copyright ownership discussions • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND201A Develop and apply creative arts industry knowledge • CUFIND301A Work effectively in the screen and media industries.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Sources of information may include:	• Australian Copyright Council • copyright collection societies • copyright legislation • industry associations • industry information sheets and journals • internet • libraries • union publications (newsletters, magazines, bulletins and letters).
Copyright collection societies may include:	• Australasian Mechanical Copyright Owners Society Ltd (AMCOS) • Australasian Performing Right Association (APRA) • Christian Copyright Licensing International • Copyright Agency Ltd (CAL)

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RANGE STATEMENT	
	• International copyright collection societies • Mediacom/LicenSing • Phonographic Performance Company of Australia (PPCA) • Screenrights • VISCOPY • Word of Life International.
Appropriate person may include:	• agents/artists' managers/industry managers • Australian Copyright Council representatives • copyright collection society representatives • employee association/union representatives • industry/industry association representatives • legal representatives • licensers/publishers.
Exclusive rights may include:	• communicating the work to the public • importing the work into Australia • licensing and assigning the work • making an adaptation of the work • making the work public for the first time • performing/showing/transmitting the work in public • reproducing the work.
Fair use of copyright material may include:	• new exceptions for consumers and new flexible dealing exception • professional advice by a lawyer, patent attorney or trade mark attorney • reporting news • research, study, criticism or review.
Moral rights may include the right of the creator:	• not to have their work falsely attributed • not to have their work treated in a derogatory way • to be attributed (or credited) for their work.
Performer's rights may include:	• the moral rights in performances • the ownership of copyright in sound recordings • the rights to control recording and communication of their performances.
Original work may include:	• artistic works, e.g. paintings, drawings, cartoons, sculpture, craft work, architectural plans, buildings, photographs, photographic imagery, maps, plans, special effects make-up

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RANGE STATEMENT	
	• broadcasts, e.g. television, radio • cinematograph films, e.g. film, video, DVD • compilations, e.g. anthologies, directories, databases • computer programs • dramatic works, e.g. choreography, screenplays, plays, mime pieces, performances • musical works/performances • published editions • sound recordings • textual material, e.g. journal articles, novels, screenplays, poems, song lyrics, reports.
Copyright notices may include:	• for sound recordings, the letter P (for phonogram) in a circle or in brackets is used • the symbol Â©, followed by the name of the copyright owner and the year of first publication.
Documentation may include dated copies of:	• artwork • digital media products • footage • letters or other communications with people who have access to the original work • manuscripts • music (presented in any media or format) • negatives/photographs/photographic imagery • recordings • scores (music/film).

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - Compliance

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Co-requisite units

Co-requisite units		

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CUFCMP501A Manage and exploit copyright arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage and exploit individual or collaborative copyright arrangements. This unit is related to CUFCMP301A Implement copyright arrangements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management and exploitation of copyright arrangements, including assigning and licensing rights and ensuring copyright is protected locally and internationally. It has application to people involved in exploiting original works, including literary works, computer programs, compilations, artistic works, dramatic works, musical works, cinematograph films, sound recordings, broadcasts, photographs, photographic imagery and published works. This unit is appropriate for artists, artists' managers, agents, industry managers, legal representatives, music licensers and music publishers.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Identify exploitation opportunities for original works	1. Confirm ***original work*** is protected against unauthorised use 2. Research potential for commercial exploitation of original work under copyright, intellectual property and licensing legislation 3. Seek advice, as required, to ensure that ***copyright issues*** are fully addressed in terms of copyright owners ***exclusive rights*** and the rights of others
Protect original works	4. Confirm original work is protected at local and international levels against illegal or unauthorised

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ELEMENT	PERFORMANCE CRITERIA
locally and internationally	reproduction (in part or full) 5. Confirm original work is protected at local and international levels against adaptations 6. Confirm original work is protected at local and international levels against unauthorised communications 7. Research and/or obtain reliable legal advice to ensure artists'/copyright owners' rights are protected
Assign copyright of original works	8. Undertake appropriate planning in preparation to negotiate deals for original work 9. Ensure implications of assigning copyright are understood by ***relevant parties*** 10. Assign copyright to new owner according to legislative requirements 11. Confirm and agree with relevant parties the degree to which artists/publishers may control use and exploitation of original work under assignment of copyright 12. Accurately record terms of assignment of copyright into a formal contract that is signed by relevant parties
License rights to original works	13. Confirm and agree to territories in which licensing rights may be exercised with relevant parties 14. Confirm and agree to the timeframe of the ***licence*** with relevant parties 15. Confirm and agree to the terms of exploitation of the original work/licence with relevant parties 16. Confirm and agree on the ***creative control*** of the original work with relevant parties 17. Negotiate ***fees*** relevant to the context of the deal with relevant parties 18. Confirm and agree on the responsibility for enforcing copyright against infringement 19. Accurately record and store terms relating to the licensing deal into a formal contract that is signed by relevant parties
Maintain copyright documentation	20. Store copyright ***documentation*** in a secure and accessible form (for retrieval where required) 21. Identify and confirm responsibility to comply with conditions of copyright agreement

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills sufficient to negotiate fees and to determine the term of a copyright licence
- literacy skills sufficient to interpret relevant legislation and to complete copyright documentation
- communication skills sufficient to:
  - negotiate deals and achieve agreed outcomes
  - interpret the needs and rights of relevant parties
  - explain the difference between assignment and licensing of copyright
  - explain the difference between performing/mechanical/synchronisation rights and communicating to the public rights
- teamwork skills sufficient to work with relevant parties when negotiating deals
- problem solving skills sufficient to solve problems arising from negotiating deals
- technology skills sufficient to use documentation systems for preparing formal contracts and recording/storing copyright agreements

Required knowledge

- copyright, intellectual property and licensing legislation relevant to managing and exploiting copyright arrangements
- industry organisations dealing with copyright, intellectual property and licensing
- recognised procedures to determine copyright ownership
- function of the Australian Copyright Council as it relates to own work context
- function of copyright collection societies as they relate to copyright exploitation
- copyright conventions in relation to intellectual property (using, producing and protecting), publishing and new technology.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to research and/or seek appropriate assistance to manage and exploit copyright • understanding of the difference between assignment and licensing of copyright • understanding of the role of organisations relevant to copyright legislation and business.
Context of and specific resources for assessment	Assessment must ensure: • access to copyright, intellectual property and licensing legislation, including the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000 • access to an environment where original work can be commercially exploited under copyright • access to reliable legal advice where required • access to appropriate technology to prepare copyright documentation • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate managing and exploiting copyright arrangements • case studies to assess ability to research commercial exploitation opportunities • written and verbal questioning or interview to test knowledge of assigning and licensing of copyright • problem solving activities to assess ability to solve problems arising from negotiating deals • review of portfolios of evidence and third party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • FNSICGEN402A Participate in negotiations.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Original works may include:	• artistic works, e.g. paintings, drawings, cartoons, sculpture, craft work, architectural plans, buildings, photographs, photographic imagery, maps, plans, special effects make-up • broadcasts, e.g. television, radio • cinematograph films, e.g. film, video, DVD • compilations, e.g. anthologies, directories, databases • computer programs • dramatic works, e.g. choreography, screenplays, plays, mime pieces, performances • musical works/performances • published editions • sound recordings/performances • textual material, e.g. journal articles, novels, screenplays, poems, song lyrics, reports.
Copyright issues may include:	• exploited reversion triggers • length of control period after expiration of term • non-exploited reversion triggers • ownership of materials • term of licence or assignment.
Exclusive rights may include:	• communicating the work to the public • importing the work into Australia • licensing and assigning the work • making an adaptation of the work • making the work public for the first time • performing/showing/transmitting the work in public • reproducing the work • synchronising the work • translating the work.

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RANGE STATEMENT	
Relevant parties may include:	• agents/artists' managers/industry managers • artists • employee associations/union representatives • industry/industry association representatives • legal representatives • licensers/publishers.
Licence may include:	• exclusive licence • implied licence • non-exclusive licence.
Creative control may include:	• right of approval of sub-licensing or assignments • selection of material • selection of producers • to what extent and how the work may be recast • ways in which the work is exploited.
Fees may include:	• advance recouped against royalty • outright fee or royalty, or a combination of both.
Documentation may include dated copies of:	• artwork • contracts • digital media products • footage • letters or other communications with people who have access to the original work • manuscripts • music, presented in any media or format • negatives/photographs/photographic imagery • recordings • scores (music/film).

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - Compliance

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Co-requisite units

Co-requisite units		

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CUFDIG303A Produce and prepare photo images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare photo images for integration into an interactive media sequence or product. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This role may be assigned to a graphic artist or, in a larger project, to a photographer who works closely with a programmer or interactive media author to publish required images. The photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits. Specialist skills associated with photography are covered in: • CUVPHI06A Plan and carry out image capture in response to a brief.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Use scanner to capture photo images	1. Source and select appropriate photographic images according to requirements of photographic ***project*** brief 2. Discuss selection of images with ***relevant personnel*** 3. Assess ***scanner features*** to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select ***scanner settings*** to ensure image capture meets production requirements 6. Transfer and store photographic image files to a computer using standard naming conventions
Use digital camera to create photo images	7. Discuss photographic project brief with relevant personnel

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ELEMENT	PERFORMANCE CRITERIA
	8. Assess ***digital camera features*** to ensure that outcomes will meet the requirements of brief 9. Plan camera shots taking into account lighting, framing, composition and other ***photographic techniques*** 10. Load and operate digital camera according to manufacturer specifications 11. Consider digital camera focus, exposure and shutter speed to ensure image capture meets production requirements 12. Check photographic images for fitness of purpose to comply with brief 13. Transfer and store photographic image files to a computer using standard naming conventions
Edit photo images	14. Load ***digital imaging software*** and import photo image source files 15. ***Manipulate*** and save digital images using designated digital imaging software 16. Create photo images that incorporate ***visual design*** and ***communication principles*** using designated digital imaging software 17. Evaluate the outcome for visual impact, effectiveness and fitness for purpose 18. Confirm outcome with relevant personnel
Prepare photo image assets	19. Save files in appropriate ***output format*** to meet ***platform*** requirements 20. Assign ***metadata tags*** if required 21. Group files logically in a folder system using standard naming conventions 22. Store files in share drive or repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE
• interpret and clarify written or verbal instructions • consult equipment operation manuals • ability to work as a member of a production team - both independently on assignment and under direction • technical skills sufficient to: • proficiently use a scanner to reproduce photo images to specification • proficiently use a digital camera to create well-composed photo images • proficiently use digital imaging software to manipulate and prepare photo images • manage files using standard naming conventions • self-management skills sufficient to: • work under pressure • meet deadlines • seek expert assistance when problems arise • problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems
Required knowledge
• basic photographic techniques • basic principles of visual design and communication • appropriate file formats for various platforms • industry knowledge, including: • roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders • basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects • basic knowledge of the features of a range of delivery platforms • OHS regarding the use of scanners, cameras and computers, and handling and disposing of lithium batteries

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to use digital imaging software to prepare high quality photo images that satisfy the requirements of a range of briefs • efficient operation of a scanner and digital camera to capture images.

Context of and specific resources for assessment	Assessment must ensure:
	• access to a range of resources and equipment currently used by industry, including:
	  • flatbed scanner
	  • digital camera
	  • industry-standard graphics software
	• access to appropriate learning and assessment support when required
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of photo images prepared by the candidate on a number of occasions • practical demonstration by the candidate of scanner and digital camera operation • written or oral questioning to test knowledge of file formats and OHS issues.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Projects may include:	• e-commerce • educational product • game • information product • promotional product • training product • website.
Relevant personnel may include:	• client • designer • graphic artist • interactive media author • programmer, coder and technical support people • supervisor • web manager • other specialist creative and administrative staff.
Scanner features may include:	• bit depth • dynamic range • optical resolution • output format (e.g. RGB, greyscale or CMYK) • platen size • reflective or transmissive (film) • range of film holders.
Scanner settings may include:	• bit depth • colour or greyscale • colour/target/working space • crop • destination • dust and scratch handling (e.g. ICE, FARE) • grain management (e.g. GEM) • multi-sampling • orientation • output dimension and resolution or file size

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RANGE STATEMENT	
	• preferences/options • restoration of colour (e.g. ROC) • scaling • sharpening • source image type • tones, contrast, colour cast, saturation.
Digital camera features may include:	• aperture • automatic, program or manual settings • batteries • colour, target, working space • compatibility with hardware and digital imaging software • exposure compensation • file format • flash, fill flash • lens focal lengths, such as wide angle, close-up and telephoto • menu functions • resolution - megapixels • shutter speed • size and type of memory card(s) • subject modes • white balance.
Photographic techniques may include:	• composition • depth of field • dynamic range • field of view • framing • lighting.

Digital imaging software may include:	• a wide range of programs, e.g.:
	  • Adobe Photoshop
	  • Adobe Photoshop Elements
	  • Adobe Photoshop Lightroom
	  • Apple Aperture
	  • Corel Paint Shop Pro
	  • Corel PhotoPaint
	  • GNU Image Manipulation Program (GIMP and GIMPshop).

Manipulating digital images may	• appending text/type for files and captions

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RANGE STATEMENT	
include:	• brushing • creating artistic effects • cropping • editing • eliminating red eye • emulating photographic effects • image enhancement including tones, contrast, colour cast/tint, saturation • masking layers • retouching (i.e. cloning, rubber stamping, healing, patching) • sharpening • stitching (panoramic scenes) • using layers for composites • using pre-sets.
Visual design principles may include:	• balance • emphasis • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.
Output formats may include:	• GIF • JPEG • PDF • PICT • PNG • PSD • TIFF.
Platforms may include:	• CD • DVD • games console • internet • kiosk • mobile phone • other video playback devices

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RANGE STATEMENT	
	• personal digital assistant (PDA) • video player (iPods).
Metadata tags may include:	• author • copyright notice • date of capture/date created • description • EXIF and IPTC standards • file size • format • headline/caption • keywords/subject • location/GPS coordinates • resolution • rights usage terms • roll/identifier # • subject • time • title • version.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUFIND401A Provide services on a freelance basis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate as a freelancer within the creative arts industry. Success as a freelancer requires a high level of self-motivation and discipline, an ability to develop industry networks and an entrepreneurial attitude when pursuing work opportunities. Freelancers are usually responsible for negotiating their own contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Any person who offers their services on a freelance basis applies the skills and knowledge described in this unit. Generally speaking, people move into freelance work after consolidating their skills as employees.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Promote yourself to potential employers	1. Establish, follow up and regularly maintain business contacts within industry 2. Participate in relevant ***networks*** to support your freelance activity 3. Identify and follow appropriate ***strategies*** to enhance your professional reputation 4. Maximise your reputation by circulating current and succinct ***information*** about your experience 5. Join and maintain regular contact with relevant ***employment networks*** 6. Advertise your services in relevant media outlets as required 7. Produce and distribute promotional material as required

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ELEMENT	PERFORMANCE CRITERIA
Negotiate work arrangements	8. Establish clear performance outcomes for jobs and agree on fees, schedules and expenses 9. Ensure that contracts contain payment terms and conditions that provide a viable cash flow 10. Ensure that contracts contain a clear statement of the obligations of all parties and a process for varying terms and conditions 11. Ensure that the terms of contracts match agreements and securely store written copies of final signed contracts for reference during the course of jobs 12. Negotiate variations to contracts as required 13. Seek specialist advice in the development of contracts where appropriate 14. Be willing to adapt to the demands of others, but without compromising your personal work ethic and reputation 15. Be prepared to reject work offers that do not provide sufficient financial remuneration or job satisfaction
Manage financial and business aspects of freelance work	16. Seek advice on and determine the most appropriate way of operating as a freelancer 17. Set up and use effective systems for managing budgets, finance and paperwork 18. Establish and maintain effective ***support services*** 19. Establish a realistic fee structure that takes into account all ***factors*** associated with your freelance activity 20. Plan ahead to organise and maintain a viable work and cash flow 21. Send invoices in line with payment terms and conditions and follow up any non-payment of invoices promptly and in a businesslike manner 22. Keep simple but accurate and up-to-date accounts and ***records*** 23. Submit annual tax returns, using the services of an accountant as required 24. Comply with ***regulatory***, ***taxation and insurance requirements*** relevant to freelance activities
Undertake strategic planning	25. Identify and implement strategies that help identify work opportunities at an early stage 26. Seek constructive feedback from ***relevant people*** about your performance and evaluate feedback to identify personal development needs

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ELEMENT	PERFORMANCE CRITERIA
	27. Identify opportunities for ongoing professional development and take appropriate action to ensure that your skills and knowledge keep pace with industry developments 28. Identify and act on opportunities to expand your client base, either alone or in partnership with other freelancers 29. Regularly revisit, review and set realistic ***objectives*** 30. Continually monitor and analyse work options against quality of life, and artistic and commercial outcomes 31. Identify risk factors and take action to minimise risk when planning work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication literacy skills sufficient to:
  - establish and maintain industry networks
  - write resume's and other promotional material for potential employers
  - clarify work requirements
  - negotiate with clients or employers to achieve mutually acceptable outcomes
  - present confidently in a job interview situation
  - seek and act on feedback from others
- problem-solving skills sufficient to factor in a range of costs when establishing fee structures
- planning and organising skills sufficient to:
  - plan work to maximise cash flow
  - prepare and circulate self-promotional material to potential clients or employers
  - establish and maintain personal financial and work record-keeping systems
  - plan for contingencies
  - develop personal budgets and monitor income and expenditure against budgets
- initiative and enterprise in the context of:
  - being proactive in identifying and following through on work opportunities
  - developing a strategic approach to maximising return from freelance activity

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REQUIRED SKILLS AND KNOWLEDGE

• balancing work and personal commitments
• self-management skills sufficient to:
  • prioritise work tasks
  • complete work according to contract terms and conditions
  • make decisions within level of own responsibility
  • seek expert assistance when problems arise
• learning skills sufficient to:
  • keep breast of industry developments relevant to own area of work
  • participate in professional development activities
• technical skills sufficient to:
  • use the internet as a source of information
  • use standard word processing, spreadsheet and database applications

Required knowledge

• well-developed understanding of the relevant industry sector, including:
  • profile of major employers
  • industry networks
  • issues and challenges that arise in seeking freelance work
  • industry codes of practice
  • licensing requirements
• sources of information about regulatory, taxation, insurance and OHS requirements in relation to offering services as a freelancer
• typical formats for presenting resumés

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of resume's and other material to promote oneself to potential clients or employers • ability to: • negotiate work contracts

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EVIDENCE GUIDE	
	• develop and maintain industry contacts • participate in industry networks • develop and maintain an effective financial record-keeping system • develop work plans that take account of the need for adequate cash flow.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information and networks • access to office equipment and resources • access to examples of work contracts • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • observation of the candidate negotiating a work contract or being interviewed for a job • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies to assess ability to undertake strategic planning when developing freelance work opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND402A Develop screen and media specialist expertise • BSBREL401A Establish networks.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Networks may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
Strategies may include:	• developing a personal website to showcase your achievements and to promote your services • entering competitions • offering your services to educational institutions as a guest tutor or lecturer • seeking industry awards.
Information may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
Employment networks may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
Support services may include:	• accountants • couriers

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RANGE STATEMENT	
	• design services • equipment repair and maintenance services • film laboratories • financial planners • government agencies • printers • tax consultants.

Factors may include:	• advertising and promotional costs
	• equipment costs such as:
	  • purchase of new equipment
	  • maintenance
	  • hire and leasing arrangements
	  • insurance
	• materials
	• overheads, e.g.:
	  • telephone
	  • rent
	  • superannuation
	• workers' compensation
	• rates recommended by industry bodies
	• travel time and car expenses
	• any other work-related expenses.

Records may include:	• computer-based:
	  • spreadsheets
	  • accounting software applications, e.g. MYOB and Quicken
	  • databases
	  • project management software applications
	• filing system for receipts and invoices
	• manual:
	  • financial ledgers and journals
	  • petty cash records
	  • invoices
	  • receipts.

Regulatory, ***taxation and insurance requirements*** may include:	• insurance:
	  • third-party insurance on motor vehicles
	  • workers' compensation
	  • comprehensive insurance for vehicles,

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RANGE STATEMENT	
	property or equipment • public liability insurance • professional indemnity insurance • other insurance cover as required by state or federal legislation, or contractual obligations • regulation: • OHS legislation • business registrations and licences • planning and other permissions • environmental legislation • duty of care • equal employment opportunity and anti-discrimination legislation • anti-competition regulations • taxation: • tax file number • ABN • GST registration • BAS and GST returns • PAYG and withholding arrangements • other taxation obligations.
Relevant people may include:	• clients • colleagues • employers • mentors • officers at employment agencies.
Objectives may relate to:	• business and financial targets • job satisfaction • performance and progress • quality of life • training needs • use of time and other resources in achieving objectives.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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CUFPPM408A Compile production schedules

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compile schedules for productions or events in the screen, media and entertainment industries. The task of compiling production schedules is a significant aspect of pre-production planning in the screen, media and entertainment industry sectors. Even though people in this role operate with a high degree of autonomy, they are members of a production team and need to work collaboratively with colleagues. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior production personnel, such as production or event managers and coordinators, apply the skills and knowledge described in this unit. Depending on the size of the production, this person may also be responsible for developing the resource schedule on which the production schedule is based. More complex skills associated with managing pre-production activities are covered in: • CUFPPM601A Plan and manage film and media pre-production.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Confirm resources required	1. Analyse and interpret resource schedules to confirm ***resources*** required for each ***stage*** in the production process 2. Consult with all departments involved in the production to clarify and confirm their requirements 3. Confirm accuracy and feasibility of resource schedules against overall production requirements

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ELEMENT	PERFORMANCE CRITERIA
	4. Conduct discussion with colleagues in a manner that promotes positive working relationships 5. Identify non-resource issues that may affect production schedules and collate and compile relevant information
Compile production schedules	6. Create appropriate production timeline, ensuring that schedule identifies clearly and accurately major responsibilities, stages, tasks and target dates required to deliver ***productions*** within budget and to deadline 7. Ensure that schedules clearly and realistically allocate the resources required 8. Identify and accommodate ***issues*** that could affect the timing and sequence of tasks within schedules 9. Allocate time to each stage of the production that is realistic and sufficient to enable objectives to be met 10. Ensure that time allocated enables efficient use of resources 11. Identify ***factors*** that may cause production delays and develop contingency plans to accommodate possible delays
Finalise production schedules	12. Ensure schedules are accurate, comprehensive and presented clearly 13. Distribute schedules promptly to ***relevant personnel*** and allow adequate opportunities for them to ask questions and seek clarification 14. Resolve difficulties and ambiguities in the understanding or implementation of schedules as required 15. Revise schedules as required and communicate changes promptly to relevant personnel 16. Develop and maintain an appropriate, clear and easily accessible recording system for all information relating to production schedules

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication, literacy and teamwork skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE

- interpret resource schedules
- interact with people with diverse interests and needs and from diverse cultural backgrounds
- negotiate with a wide range of production personnel and external suppliers and service providers
- generate and distribute accurate production schedules
- well-developed planning and organisational skills sufficient to prepare production schedules that take all resource factors into account
- self-management skills sufficient to work under pressure and meet deadlines
- initiative and flexibility sufficient to identify and accommodate factors that may have an adverse impact on production schedules
- technical skills sufficient to use scheduling software efficiently
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- well-developed understanding of:
  - administrative procedures associated with compiling production schedules
  - commonly used techniques for creating production schedules
  - different ways of presenting production schedules
  - formats and features of resource schedules and associated production documentation
- industry knowledge, including:
  - roles and responsibilities of personnel in the screen, media and entertainment production industries
  - sound understanding of artistic and technical elements of productions or events, sufficient to be able to schedule all aspects appropriately
  - provisions of relevant industrial awards as they apply to the scheduling of production personnel
  - sources of products, supplies and equipment
  - impact of technology on production and post-production operations
  - issues and challenges that arise when compiling production schedules
- duty of care to colleagues and general public
- OHS legislation and regulations as they apply to scheduling of production personnel

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • effective use of scheduling tools and techniques to create accurate and practical production schedules that take account of relevant issues • effective communication, negotiation and problem solving skills • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • development of more than one production schedule for an actual production, to ensure that skills can be adapted to different circumstances • development of production schedules within commercially-realistic time constraints • involvement of and interaction with others to reflect the collaborative nature of the scheduling process • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of production schedules compiled by the candidate, including discussion with candidate about the process followed to produce schedules • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• BSBCRT402A Collaborate in a creative process • CUETEM01C Coordinate production operations • CUETEM03C Establish and manage production requirements and resources • CUFPPM403A Coordinate film and media production services and resources.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Resources may include:	• equipment • facilities • human resources, e.g. cast and crew • materials.
Stages in the production process may include:	• performance or event delivery • post-production • pre-production • production.
Productions may include:	• animated productions • commercials • documentaries • feature films • interactive media productions • live events • music videos • short films • television productions of any type • theatre productions.
Issues may include:	• access to rehearsal facilities • access to venues and locations • availability of performers and contributors • availability of technical crew

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RANGE STATEMENT	
	• climate and weather • continuity • contract agreement and compliance • daylight hours • legal requirements • logistics • religious and cultural holidays.
Factors may include:	• community and local action against factors within productions • equipment failure • illness • industrial action • weather.

Relevant personnel may include:	• art department personnel
	• choreographers
	• designers
	• directors
	• performers and presenters
	• producers
	• safety personnel
	• script supervisors
	• scriptwriters
	• stage managers
	• technical crew, including:
	  • sound
	  • lighting
	  • camera
	  • audiovisual
	  • staging
	  • special effects
	• venue management.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

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CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media. The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations. In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts. This work is usually undertaken with some supervision and guidance. The writing of narrative content is covered in: • CUFWRT302A Write simple stories.

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	More complex skills associated with writing can be found in: • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Prepare to write content	1. Identify ***production requirements*** for ***content*** with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel and according to organisational procedures 2. Identify ***purpose*** of content and other ***factors*** that have implications for the way content will be written 3. Identify ***text-based content*** that may be incorporated and referenced, and organise copyright clearances as required 4. Use a range of additional ***sources*** to find information where there are perceived gaps in text-based content 5. Identify needs and perspectives of target users and audience with reference to a range of ***user data*** 6. Generate a range of ideas relevant to purpose of the content to be written 7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and ***writing styles***
Draft content	8. Classify, structure and sequence content so that it is easy to read or navigate 9. Draft content using ***writing and communication principles*** 10. Draft content using ***writing techniques*** appropriate to purpose of the content 11. Provide captions or descriptions for ***media assets*** as required 12. Apply ***presentation techniques*** to enhance readability 13. Refine and redraft content until it meets creative requirements 14. Proofread content and conduct ***readability tests*** if appropriate 15. Submit final draft to relevant personnel for consideration and review
Finalise content	16. Incorporate feedback from relevant personnel into final content 17. Submit content by agreed deadline according to organisational procedures 18. Note areas for improvement in own area of responsibility and take action accordingly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions
  - write content in a style appropriate to target users and audience
  - communicate information to specific audiences
  - structure text-based content effectively for target audiences and delivery format
  - work collaboratively in a team environment - both independently on assignment and under direction
  - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
  - proficiently use word processing tools
  - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • application of the principles of writing and communication to content written for a range of purposes • content written in a way that engages the target audience • sound knowledge of grammar and punctuation • collaborative approach to work • ability to work under pressure and meet deadlines.

Context of and specific resources for assessment	Assessment must ensure:
	• practical demonstration of skills by writing a range of content within timeframes typical in an industry context
	• access to:
	  • word processing software
	  • variety of information sources
	• access to appropriate learning and assessment support when required
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of content written by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast or publication • CUFWRT302A Write simple stories.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production requirements may include:	• availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.
Content may include:	• community service announcements • copy for interactive media products • copy for newsletters or other print media • intros, outros and back announcements • items for wikis • news and current affairs items for community broadcasting • on-air presentation material

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RANGE STATEMENT	

	• sponsorship announcements
	• surveys:
	  • online
	  • print
	  • telephone polling.

Relevant personnel may include:	• asset creators • authors • broadcasters • clients • content experts • directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.

Purposes may include:	• audio and visual presentations
	• educational
	• informational
	• marketing
	• networking:
	  • social
	  • corporate
	• promotional.

Factors may include:	• delivery platform for interactive media content, including:
	  • internet
	  • CD
	  • DVD
	  • games console
	  • kiosk
	  • mobile telephone
	  • personal digital assistant (PDA)
	• target audience characteristics
	• type of program or product:

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RANGE STATEMENT	
	• lifestyle • chat and interview • talkback • news • current affairs • music • interactive game • website.
Text-based content may include:	• actual events • articles • documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.

Sources may include:	• actual events
	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• fiction
	• imagination
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• life experience
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	  • reference books
	  • newsletters and magazines
	  • specialist technical journals
	  • bulletins, press releases and letters
	  • manufacturer handbooks, manuals and promotional material.

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RANGE STATEMENT	
User data may include:	• audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
Writing styles may include:	• conversational • dialogue • dramatic • formal • humorous • journalistic • plain English • whimsical.
Writing principles may include:	• clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
Communication principles may include:	• communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
Writing techniques may include:	• applying the inverted pyramid • avoiding clichÃ©s, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why

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RANGE STATEMENT	
	• writing visually for an auditory medium.
Media assets may include:	• 2D animations • 3D animations • audio • graphics • photos • video.
Presentation techniques may include:	• abstracts • blurbs • bullet and numbered lists • captions • formatting • headings and subheadings • hyperlinks • typography.
Readability tests include:	• Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CULCNM201A Monitor collections for changes in condition

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to observe and report the basic condition of collections, and to identify possible threats to objects in collections.

Application of the Unit

This unit applies to individuals working in organisations responsible for the care of material in a collection, both on display and in storage.

Work would generally be undertaken under supervision, within established guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised*

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Element	Performance Criteria
unit of competency.	*text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Observe the condition of collections	1.1 Check the position, appearance and ***condition*** of ***collections*** 1.2 Identify ***changes, anomalies, damage and deterioration*** 1.3 Take action when required by condition according to ***organisational policies and procedures*** 1.4 Refer complex matters to ***appropriate personnel***
2. Maintain environmental conditions	2.1 Monitor ***environmental conditions*** that affect collections 2.2 Make ***adjustments*** to environmental conditions according to organisational policies and procedures 2.3 Refer unresolved matters regarding environmental conditions to appropriate personnel
3. Report evidence of potential or actual collection change or damage	3.1 Report changes that present a potential immediate risk to collections to appropriate personnel 3.2 Report evidence of common sources of damage to appropriate personnel 3.3 Observe visitor behaviour that may threaten collections and take action and report within scope of individual responsibility 3.4 Refer ***hazards and risks*** to appropriate personnel

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - report changes in the condition of the collection
  - refer hazards and risks to appropriate personnel
- initiative and enterprise skills to identify hazards and risks
- literacy skills to:

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  - read and understand organisational policies and procedures
  - complete simple documentation or reports on collection condition
- planning and organising skills to undertake regular, thorough and timely checks of collections
- problem-solving skills to:
  - identify aspects of collections that need attention
  - make adjustments to environmental conditions
- self-management skills to follow workplace procedures
- technical skills to:
  - observe changes in condition of collections
  - observe environmental conditions
  - operate climate control, lighting, safety and security systems.

Required knowledge

- collection monitoring protocols
- common types of damage and deterioration
- environmental standards for maintaining condition of collection
- hazards to collection material, building and personnel
- health, safety and security issues to be considered in monitoring collections
- how to access appropriate personnel
- organisational procedures regarding collection monitoring, work health and safety (WHS) and security
- risks to collections associated with environmental changes and security
- roles and responsibilities of self and others in relation to caring for collections and environmental conditions.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • observe and report on the condition of collections • follow workplace procedures in relation to monitoring collections for changes in condition • identify threats to collections and take remedial action.

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Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • a collection for monitoring
	  • relevant policy and procedures manuals
	• availability of appropriate personnel.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • review of documentation prepared by the candidate • verbal or written questioning to assess knowledge of common causes of damage or deterioration, safety and reporting procedures • completion of a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS201A Participate in OHS processes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition may be affected by:	• deterioration of other collection material • display case and display support materials • influence of human activities • light • pests • pollution

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	• relative humidity • security considerations • shock and vibration • temperature.

Collections may include:	• art
	• artefacts
	• ceremony, such as:
	  • dance
	  • music
	• cultural heritage
	• exhibits
	• heritage resources
	• history
	• living styles
	• materials with a cultural or spiritual significance
	• other aspects of the natural environment
	• plants and animals
	• public and private
	• science.

Changes, anomalies, damage and deterioration may include:	• chemical breakdown • corrosion • cracking • discolouration • distortion • electronic breakdown • fading • graffiti or other markings • mechanical breakdown • missing items or components • moved objects • physical damage • structural breakdown • surface loss or degradation.
Organisational policies and procedures may relate to:	• condition reports • disaster management • environmental conditions • insurance • operating standards • reporting methods and protocols • risk management • security

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	• WHS.
Appropriate personnel may include:	• building managers • conservators • curators • management committee • managers • security • specialist staff.
Environmental conditions may relate to:	• access • cultural issues • light • pest infection • pollution • relative humidity • temperature • water ingress.

Adjustments may relate to:	• additional security initiatives
	• adjusting lighting through:
	  • blinds and curtains
	  • dimmers
	  • filters
	  • timers
	• altering methods of storage and display
	• archival materials, such as:
	  • acid-free paper
	  • boxes
	• building repair and maintenance
	• climate control:
	  • buffering material
	  • humidification and dehumidification
	  • temperature adjustments
	• housekeeping
	• pest management
	• reorganising collections
	• revising or replacing display storage materials.

Hazards and risks may relate to:	• building risks • chemical and environmental hazards • disaster preparedness • electrical risks • pests • security risks

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	• staff • visitors • water ingress.

Unit Sector(s)

Cultural services - Collection management

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CULEVP201A Assist with the presentation of public activities and events

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete a range of tasks associated with setting up and staging activities and events.

Application of the Unit

This unit applies to individuals who provide basic assistance at any type of event and work under direct supervision.

While this unit has particular application in the library, information and cultural sectors, it has relevance to events that take place across the spectrum of business and community activity.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Prepare for activities or events	1.1 Clarify and confirm with supervisor ***details*** of, and ***resources*** required for, ***activities and events***
	1.2 Confirm work plans and ***specific work requirements*** with supervisor
	1.3 Organise required resources
2. Undertake on-site activities	2.1 Follow agreed work requirements in consultation with supervisor and ***work colleagues***
	2.2 Set up and maintain activities in agreement with work plan and requirements
	2.3 Participate in the delivery of activities as required
3. Finalise on-site activities	3.1 Pack up and clean up materials and site following health, safety and security procedures
	3.2 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor
	3.3 Complete required ***documentation*** and submit to relevant personnel

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with colleagues and supervisors on routine work issues
- literacy skills to read and interpret work instructions
- organising skills to:
  - plan work tasks in a logical sequence

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    - work efficiently
- problem-solving skills to:
    - identify and resolve simple problems relating to activities and events
    - interpret work plans
- self-management skills to:
    - follow work plans and meet deadlines
    - follow safety procedures
    - teamwork skills to work with others in setting up and cleaning up after public activities and events.

Required knowledge

- components of different types of public activities and events
- emergency procedures relevant to the work context
- procedures and practices for the set-up and operation of public activities and events
- recommended safe work practices relevant to public activities and events
- roles and responsibilities of different personnel in the set-up and operation of public activities and events
- security requirements relevant to public activities and events.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assist with the set-up, maintenance and clean-up of public activities and events • complete tasks safely and follow work instructions • resolve and refer problems as required.

Context of and specific resources for assessment	Assessment must ensure:
	• interaction with others involved in public activities or events to reflect the communication aspects of the unit
	• access to:
	  • a location in which events or activities take place
	  • an activity or event on which the candidate can work.

Method of assessment	A range of assessment methods should be used to assess practical

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	skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • direct observation or verified evidence of the candidate completing tasks during the set-up or operation of an activity or event • verbal or written questioning to assess knowledge of event components, typical procedures and safety issues. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS201A Participate in OHS processes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Details may relate to:	• location • responsibilities • roles • rosters • schedules • timelines.
Resources may include:	• audiovisual equipment and recordings • budget • caterers • catering supplies • consumables, such as: • environmentally friendly bags

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	• pens • stickers • furniture • give-aways • guest speakers • lighting • promotional or support materials, such as: • activity sheets • electronic presentations • handouts • posters • props • sample bags • security • space • staffing • transportation.
Activities and events may include:	• ceremonies • demonstrations • displays • excavations • exhibitions • festivals • field trips • guest speakers • guided tours • holiday or weekend activities • industry activities, such as: • book week • library week • outreach • open days • orientation • performances, such as: • craft demonstrations • film • music • theatre • workshops • programs that promote reading and literature, such as: • adult literacy

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	• story time
	• school programs
	• special occasions
	• theme days
	• training sessions
	• visits by:
	  • artists
	  • authors
	  • curators
	  • performers.

Specific work requirements may relate to:	• answering or making basic phone enquiries regarding activities and events • assisting with booking accommodation and travel arrangements for guest speakers • assisting with booking venues, rooms or taking bookings for attendance • assisting with bump-in and bump-out • assisting with catering • assisting with furniture and equipment set-up • assisting with set-up of displays • customer service tasks • developing or organising the printing of promotional or support materials • greeting and directing attendees • venue preparation.
Work colleagues may include:	• administrative staff • collection management staff • curators • directors • education officers • guides • marketing staff • peers • producers • security staff • supervisors • technical specialists, such as IT staff • visiting presenters.
Documentation may include:	• activity sheets • attendance sheets • basic timeline for preparations for activity or event • checklists

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	• electronic and hard copy correspondence advising of upcoming events • equipment lists • incident reports • list of required resources • posters or other materials publicising activities and events • running sheets • simple written report summarising preparations, plans and delivery of activities and events.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP403A Install and dismantle exhibition elements

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to install and dismantle the physical elements of exhibitions.

Application of the Unit

This unit has broad application to exhibition venue staff or independent exhibition contractors.

Work is undertaken under general guidance and supervision, and with established exhibition plans and procedures.

Exhibitions are staged in many different contexts in both business and community environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Confirm exhibition specifications	1.1 Review ***exhibition documentation*** and confirm ***requirements*** with ***relevant personnel*** 1.2 Identify materials, equipment and resources required for exhibitions with the assistance of relevant personnel 1.3 Confirm procedures and responsibilities for handling collection material, and installing and dismantling exhibitions 1.4 Establish an agreed project timeline with stakeholders
2. Prepare exhibition sites	2.1 Undertake necessary ***site alterations*** for installation purposes 2.2 Ensure site is suitable and secure according to technical specifications 2.3 Complete or organise ***on-site construction*** as required
3. Position and remove exhibition elements	3.1 Install and dismantle ***exhibition elements*** according to ***exhibition*** requirements, available floor plans, and safety and security requirements 3.2 Pack, unpack, handle and move physical elements according to agreed plans and within ***scope of individual responsibility*** 3.3 Use safe manual-handling techniques consistent with ***organisational procedures*** respecting the integrity of exhibition elements 3.4 Clear and clean work areas according to organisational procedures, safety and sustainable work practices 3.5 Return elements safely to appropriate locations according to exhibition documentation and plans 3.6 Follow ***record-keeping*** procedures regarding installing and dismantling exhibition elements

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise and agree on work requirements
  - refer problems to relevant personnel
- literacy skills to:
  - complete workplace documentation
  - read and interpret procedures, drawings, work plans and exhibition documentation
- numeracy skills to:
  - calculate measurements
  - count items
  - estimate material requirements
- planning and organising skills to:
  - complete tasks in a logical order
  - follow procedures according to agreed timelines
  - organise equipment and materials
- safety awareness skills to:
  - handle collection material safely
  - use equipment and tools safely
  - minimise hazards
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to communicate and work with others involved in installing and dismantling exhibitions
- technical skills to select and apply appropriate installation and dismantling techniques.

Required knowledge

- different exhibition components relevant to the work or industry context
- typical procedures and processes for exhibition installation
- roles and responsibilities of personnel involved in staging exhibitions
- safe manual-handling techniques and broad safety issues associated with the movement of physical elements
- relevant organisational and legislative work health and safety requirements relating to installing and dismantling exhibitions
- packing materials and techniques used for a range of exhibition elements
- range of tools commonly used for installing and dismantling exhibitions

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- cultural protocols that impact on installing and dismantling, including those for Aboriginal or Torres Strait Islander material
- conservation issues to be considered when handling collection material
- security issues to be considered when work is underway
- record-keeping procedures
- organisational procedures and guidelines relating to installing and dismantling exhibition elements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • handle collection material with care, using safe manual-handling techniques • implement procedures and processes for installing and dismantling exhibitions • install and dismantle physical elements of exhibitions • work cooperatively with others involved in staging exhibitions.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with a team during the installation or dismantling process
	• access to:
	  • plans and other exhibition documentation
	  • physical exhibition elements
	  • a physical venue to install or dismantle.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • direct observation of the candidate installing and dismantling physical elements of an exhibition • verbal or written questioning to assess knowledge of different types of exhibitions, and safety and security issues

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	• analysis of problem-solving exercises undertaken by the candidate to assess ability to respond to different operational situations and contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP402A Design and develop interpretive displays.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Exhibition documentation may include:	• event orders • floor plans • handling notes • installation instructions • site plans • travelling condition reports • work instructions.
Requirements may include:	• deadlines • duration • permanent or temporary • restrictions • safety requirements.
Relevant personnel may include:	• collection manager • conservator • curator • exhibition designer • registrar • security personnel.
Site alterations may	• access to utilities

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include:	• change to signage or access routes • clearing unnecessary items • installation requirements • introduction of new utilities or furniture • removal of existing fittings or displays • safety and licensing requirements • security • sustainable work practices.
On-site construction may be completed in-house or by external contractors, and many relate to:	• carpentry • electrical • installation requirements • metalwork • plumbing • safety and licensing requirements • security.
Exhibition elements may include:	• art works • computer equipment • customised supports • display cases • drawers • electronic support material • environmental monitoring and control systems • film and video screens • hanging system supports • light fittings • objects • plinths • racks • sound outlets • special exhibition features • stands • tracks.

Exhibitions may be:	• developed in-house or externally
	• hired, borrowed or presented on behalf of another organisation or community group
	• permanent or temporary
	• travelling
	• staged in venues or events, such as:
	  • corporate events
	  • festivals
	  • galleries

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	• libraries • museums • other visitor attractions • theme parks.
Scope of individual responsibility may relate to:	• authority to handle certain objects • licensing requirements for undertaking particular types of work.
Organisational procedures may relate to:	• cleaning • conservation • environment • handling methods • national and international standards relating to installing and dismantling exhibition elements • purchasing • security • storage of packaging materials • waste disposal.
Recordkeeping may include:	• electronic files and databases • logs and registers • paper documents.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP501A Coordinate the installation and dismantling of exhibitions

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and monitor the installation and dismantling of physical exhibition elements.

Application of the Unit

This unit has broad application to exhibition venue staff or independent exhibition contractors.

Work is undertaken autonomously in consultation with various exhibition stakeholders.

Exhibitions are staged in many different contexts in both business and community environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Identify physical resource requirements	1.1 With reference to ***exhibition documentation***, determine the scope and type of ***exhibition elements*** required 1.2 Confirm budget and ***resources*** required for exhibitions 1.3 Provide appropriate ***input*** into the overall planning of exhibitions 1.4 Check inventory to determine availability of physical resources 1.5 Order additional resources as required and according to ***organisational procedures*** and budgetary guidelines 1.6 Assess the need for ***specialist or external assistance*** and where required, organise according to organisational procedures
2. Plan the installation and dismantling of exhibitions	2.1 Liaise with ***exhibition*** personnel to determine the most effective sequence for installing and dismantling exhibitions 2.2 Document plans for installation or dismantling according to organisational procedures 2.3 Confirm availability of resources in advance of installation and dismantling 2.4 Organise ***physical resources***
3. Coordinate operations	3.1 Provide clear instructions to relevant personnel in relation to installation or dismantling to ensure safety and avoid damage to physical elements 3.2 Monitor operations to ensure that work is carried out according to instructions 3.3 Deal with problems that arise in ways that minimise disruption to work operations and schedules 3.4 Organise appropriate storage and security of exhibition

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	elements, including valuable items and hazardous materials
4. Complete exhibition operations	4.1 Complete relevant exhibition documentation and reports and forward to relevant personnel as required 4.2 Seek feedback from stakeholders and team members about ways to improve processes 4.3 Identify aspects of operations that worked well and ways in which those aspects could be enhanced in future projects

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise and agree on work requirements with colleagues
  - liaise with specialised or external assistance
  - provide clear instructions to others
- initiative and enterprise skills to contribute ideas to the planning of exhibitions
- learning skills to improve outcomes through continuous evaluation of operations
- literacy skills to read and interpret work plans, procedures, drawings, exhibition documentation and records
- negotiation skills to:
  - purchase required items efficiently
  - maximise internal and external resource availability
- numeracy skills to:
  - calculate measurements and material requirements
  - estimate costs
  - work with budgets
- planning and organising skills to:
  - establish procedures according to agreed timelines
  - organise work plans for self and others
  - monitor interrelated elements of exhibition installation and dismantling
- problem-solving skills to deal efficiently with a range of potentially disruptive issues that may arise in the context of installing and dismantling exhibitions
- safety awareness skills to:
  - handle collection material safely
  - minimise hazards
  - use equipment and tools safely

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- self-management skills to:
  - prioritise work tasks and meet deadlines
  - provide a role model to others
- teamwork skills to:
  - consult with stakeholders
  - coordinate input from colleagues
  - provide leadership
- technical skills to select appropriate installation and dismantling techniques.

Required knowledge

- conservation issues to be considered when handling collection material
- cultural protocols that impact on installation and dismantling, including those for Aboriginal or Torres Strait Islander material
- environmental and other risk factors for people and physical elements
- exhibition components relevant to the work or industry context
- inventory systems and procedures used for equipment and materials in the context of exhibitions
- organisational procedures and guidelines relating to installing and dismantling exhibitions
- packing materials and techniques used for different types of exhibition elements
- principles of universal access and impact on installation
- range of tools commonly used for installing and dismantling exhibitions
- record-keeping procedures
- relevant organisational and legislative work health and safety requirements, including those that affect the allocation of work and the movement of physical elements
- roles and responsibilities of personnel involved in staging exhibitions
- security issues to be considered when work is underway
- sources of exhibition equipment and supplies
- sources of specialist assistance relevant to the work context
- technical procedures for handling physical elements, including artworks and historical objects
- typical procedures and processes for exhibition installation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • coordinate and supervise the installation and dismantling of exhibitions • apply detailed knowledge of the exhibition set-up process • organise and manage resources allocated for installing and dismantling exhibitions.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with a team for whom the candidate can plan and organise work
	• access to:
	  • an exhibition and exhibition venue
	  • physical exhibition elements
	  • exhibition documentation
	  • organisational procedures.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of an installation or dismantle coordinated by the candidate • evaluation of reports prepared by the candidate detailing methods used to organise installation or dismantling of an exhibition, challenges faced and how these were resolved • evaluation of candidate responses to case studies and problem-solving exercises to assess ability to plan for different situations and contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWOR402A Promote team effectiveness.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Exhibition documentation may include:	• event orders • floor plans • handling notes • installation instructions • site plans • travelling condition reports • work instructions.

Exhibition elements may include:	• art works
	• computer equipment
	• customised supports
	• display items, such as:
	  • cases
	  • drawers
	  • plinths
	  • racks
	  • stands
	  • tracks
	• electronic support material
	• environmental monitoring and control systems
	• film and video screens
	• hanging system supports
	• light fittings
	• objects
	• sound outlets
	• special exhibition features.

Resources may include:	• audio • costumes • display or other furniture • equipment • lighting • materials • scenic items • staff

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	• vision systems.
Input may relate to:	• operational feasibility of ideas • own ideas for enhancement of concept or design • safety issues.
Organisational procedures may relate to:	• budget • cleaning • conservation • environment • handling methods • purchasing • security • standards • storage of packaging materials • waste disposal.
Specialist or external assistance may relate to:	• artists • builders • conservators • designers • electricians • other trades people • preparators • printers.

Exhibitions may be:	• developed in-house or externally
	• hired, borrowed or presented on behalf of another organisation or community group
	• permanent or temporary
	• travelling
	• staged in venues or events, such as:
	  • corporate events
	  • festivals
	  • galleries
	  • libraries
	  • museums
	  • visitor attractions
	  • theme parks.

Physical resources may relate to:	• packing, moving, handling and disposing of objects or other display items • preparing the site • recruitment • rostering additional staff • safety

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	• security • storage • transportation • waste management.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP504A Develop exhibition concepts

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore potential themes and storylines to inform the overall development of exhibition concepts.

Application of the Unit

This unit applies to individuals who explore and develop concepts and ideas for a cultural exhibition.

The unit is relevant to generalists in small museums and galleries, and to individual creative practitioners who may develop exhibition concepts for their own work.

Work is undertaken autonomously, but in consultation and collaboration with others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Establish purpose and objectives of exhibitions	1.1 Research ***characteristics*** of potential audiences for exhibitions 1.2 Confirm ***purpose, scope and objectives*** of ***exhibitions*** in consultation with ***stakeholders*** 1.3 Develop broad parameters for content, based on objectives, audience needs, community feedback, and ***collection and organisational parameters***
2. Research exhibition concepts	2.1 Research historical, cultural and other influences that impact on concept development 2.2 Undertake ***critical analysis*** of ***sources and references*** to inform concept development 2.3 Identify and source appropriate specialists for assistance 2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright
3. Develop and propose concepts	3.1 Use information collected to develop and expand ideas and concepts 3.2 Test own ideas and approaches against purpose and objectives of exhibitions, as well as ideas from colleagues 3.3 Prepare concept proposals in ***appropriate format*** 3.4 Gain required approvals

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills to:
  - articulate complex ideas to others
  - liaise and consult with others on complex ideas and concepts
- creative thinking skills to:
  - assess outcomes of research in relation to purpose, scope and objectives of exhibitions
  - develop, explore, test and challenge ideas
- initiative and enterprise skills to:
  - develop exhibition concepts that highlight features of collections to be displayed
  - factor staging requirements into the process of developing exhibition concepts
- literacy skills to:
  - analyse a broad range of information
  - prepare concept proposals
- numeracy skills to:
  - manage costs
  - work within budgets
- research skills to identify and interrogate a range of information sources
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technical skills to incorporate technology into exhibitions.

Required knowledge

- sources of information and research data relevant to collections
- processes for drawing links between collections, research data and audience needs
- roles of personnel involved in the exhibition development process and how these interrelate
- current trends in exhibition development
- concepts of themes, sub-themes, storylines and interpretation within exhibition development
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition concept development
- cultural protocols relevant to exhibition concept development, including those for the exhibition of Aboriginal or Torres Strait Islander material
- collection and interpretive techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • apply sound research and analytical skills to inform the development of exhibition concepts • develop creative exhibition concepts that achieve the given purpose, scope and objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • a collection around which an exhibition concept can be developed • relevant research materials and information sources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of exhibition concepts generated by the candidate to develop storylines and concepts for particular collections or audiences • verbal or written questioning to assess candidate knowledge of exhibition concepts • evaluation of a concept proposal based on a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP501A Coordinate the installation and dismantling of exhibitions.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics may relate to:	• age • cultural diversity • cultural preferences • disability access • educational level • existing knowledge of subject • expectations • familiarity with collections • gender • needs • special interests.

Purpose, scope and objectives may relate to:	• audience development
	• community involvement
	• cooperative approaches
	• debate
	• education
	• entertainment
	• financial targets
	• representation, including:
	  • donor
	  • period
	  • style
	  • use.

Exhibitions may be:	• corporate events • festivals • galleries • libraries • museums • online • other visitor attractions • permanent or temporary • theme parks • travelling

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	• virtual.
Stakeholders may include:	• artists • boards of management • colleagues • conservators • cultural groups • curators • customers and visitors • designers • education officers • exhibition construction specialists • local authorities • local community members • management • organising committees • people to be represented in exhibitions • performers • technical or subject specialists.
Collection and organisational parameters may relate to:	• budgetary or other resource limitations • current exhibition policies • established themes and sub-themes • potential for accessing additional items.
Critical analysis may involve:	• considering how ideas may be adapted and challenged • drawing links between references and potential concepts • evaluating work of others • making judgements about relevance of information and ideas.
Sources and references may include:	• archives • collages • diaries • digital images • film • internet • journals • letters • models • newspapers • objects and object files • oral histories and traditions • other exhibitions and collections • paintings and illustrations • photographs

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	• private collectors • reference books • sketches • technical drawings • texts • video • writings of the period.

Appropriate format may include:	• display of exhibits
	• drawings
	• electronic presentations
	• graphic formats
	• models
	• paintings
	• performance and installation
	• photographs
	• plans
	• printed formats, such as:
	  • signs
	  • labels
	  • reports
	• storyboards
	• verbal descriptions
	• video.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULMS201C Develop and apply knowledge of the museum industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply a basic knowledge of the museum industry. As such, the unit underpins performance across all areas of museum practice.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to individuals working in any type of museum who need to source, develop and apply current and emerging information about the industry.

The unit is most relevant to individuals working in support roles as more specialised and advanced museum research and management skills are found in other units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source and apply industry information	1.1 Identify and use relevant sources to acquire ***basic information about the museums industry***
	1.2 Use industry knowledge appropriately to enhance the quality of work outcomes
2 Source and apply information on industry employment obligations and opportunities	2.1 Identify and use relevant sources to acquire information about ***employment obligations and opportunities*** in the museums industry
	2.2 Use knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities
3 Seek opportunities to update industry knowledge	3.1 Identify and use a range of ***information sources and opportunities to update knowledge*** of the museum industry
	3.2 Monitor ***current key issues affecting the industry***, using appropriate industry channels

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to source information on general industry issues within a defined range
- literacy skills to interpret a wide variety of information sources.

Required knowledge

- sources of information on the museum industry
- industry operating structures
- nature and role of museums (historical and contemporary)
- historical and philosophical development of museums and their role within the community (both large and small museums)
- concept of sustainable museum practice (environmental, economic and social)
- key work areas within museums
- relationships between museums, other cultural agencies and other industries
- nature, role and functions of relevant unions and employer bodies
- overview of legislation that impacts on the industry, including cultural heritage, privacy, child protection, copyright
- major industry organisations and professional associations
- employee and employer obligations.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the museum industry and ways to maintain currency of knowledge
- understanding of the ways in which industry knowledge can be applied to work activities to enhance work outcomes
- sourcing and application of industry information to specific contexts and work activities.

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of industry information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of candidate's response to different scenarios to assess ability to apply knowledge to different industry contexts and situations
- oral or written questioning to assess knowledge of different aspects of the museum industry.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for

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RANGE STATEMENT

different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Basic information about the museums industry should include:	• role, function and history of museums in the community, including different structures and philosophies • key contacts and industry networks • relationship of museums industry to other industries and other cultural agencies • products and services typically provided by museums • legislation that impacts on the industry • concept of sustainable museum practice
The role, function and history of museums may relate to:	• acquisition • conservation • research • communication • education • operating structure
The history of museums may relate to:	• early development both in Australia and overseas • current trends and developments • changing roles within the community • operating structures • changing concepts/philosophies of museums
Information sources and opportunities to update knowledge may include:	• industry associations and organisations • industry journals • media • Internet • reference manuals • events e.g. conferences, seminars, trade fairs • training programs • community activities • activities staged by other institutions • social events

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RANGE STATEMENT

	• unions and employer bodies • professional associations
Employment obligations and opportunities in the museums industry may relate to:	• career opportunities • basic rights and responsibilities of the employer and employee • employment conditions • award provisions • enterprise bargaining agreements • job descriptions • codes of conduct • codes of ethics
Other industries with which the museum industry has a relationship may include:	• visual arts • tourism • hospitality • retail • community recreation • library/information services • education • information technology
Current issues affecting the industry may relate to:	• government initiatives • funding policies • changing nature of the visitor/community • trends in museum practice • cultural protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Museum Practice

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CULMS008B Conceive, develop and realise exhibition designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit brings together the wide range of highly-developed creative, technical and business skills required by an exhibition designer operating autonomously in consultation with a broad range of stakeholders. This unit goes beyond the skills normally required by an individual creative practitioner to exhibit his or her own work.

The unit has strong links to a wide range of other units dealing with specific creative, technical and business skills. This unit is focused on physical exhibition design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the brief	1.1 Analyse the brief to determine overall exhibition concepts
	1.2 Participate in preliminary concept meetings with ***appropriate personnel*** to discuss ***exhibition requirements***
	1.3 Identify all ***relevant factors which may determine and affect the design***
	1.4 Discuss and agree upon the ***role of the designer*** in the overall exhibition development
2 Conduct and evaluate research	2.1 Assess the material to be exhibited in relation to the development of the design
	2.2 Identify and source references which may inform the design process
	2.3 Critically analyse ***sources and references*** in the context of the current design project
	2.4 Consider the impacts and potential of new and

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ELEMENT	PERFORMANCE CRITERIA
	emerging technologies to inform the design
	2.5 Collect, collate and adapt materials to develop initial design concepts
3 Generate and assess ideas	3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues
	3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept
	3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief
4 Develop and document the design	4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design
	4.2 Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation
	4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion
	4.4 Develop the exhibition designs from the initial concepts ensuring: • consistency with the exhibition concept • collection needs are taken into account • research findings are incorporated • ideas are technically feasible and demonstrate awareness of parameters and resource constraints • ideas demonstrate effective use of materials • integration of universal access principles
	4.5 Organise or undertake testing and experimentation with selected exhibition design
	4.6 Develop ***accurate records of the design***, including all relevant information

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ELEMENT	PERFORMANCE CRITERIA
5 Communicate design ideas and make amendments	5.1 Present draft exhibition plans and specifications to relevant colleagues in an appropriate format 5.2 Participate in the initial and ongoing evaluation of the presented designs 5.3 Negotiate and agree to modifications to the design and undertake any necessary amendments 5.4 Agree to the final designs and produce accurate and comprehensive documentation to support implementation 5.5 Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met
6 Liaise with others to implement exhibition construction	6.1 Liaise with relevant personnel to ensure that all exhibition production, ***occupational and public health and safety legislative requirements*** are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints 6.2 Participate in ongoing production meetings and evaluation of the exhibition design 6.3 Ensure that any design modifications are agreed, noted and acted upon 6.4 Inform relevant personnel of design changes 6.5 Update any required documentation and record and file according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, negotiation and leadership skills to collaborate with a wide range of stakeholders on complex design issues and challenges
- creative and critical thinking skills to explore, develop, test and challenge design

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REQUIRED SKILLS AND KNOWLEDGE

ideas and concepts
- planning and organisational skills to integrate a wide range of conceptual, operational and business factors to realise design implementation
- problem-solving skills to pro-actively interrogate the quality and effectiveness of ideas and designs, and to develop creative solutions to complex challenges
- research skills to determine appropriate source and critically evaluate and adapt information to exhibition design
- literacy skills to analyse and communicate information dealing with complex concepts
- numeracy skills to work with budgets, including estimating and adjusting costs.

Required knowledge

- role of exhibition design within the overall exhibition development process
- exhibition scheduling process and its interrelationship with the design process
- role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel
- relationship between different design elements within an exhibition
- copyright, moral rights and intellectual property legislation in relation to exhibition design
- cultural protocols to be observed in the design process, including those relevant to the exhibition of Aboriginal or Torres Strait Islander material
- ethical standards and protocols for designers working in exhibitions including, principles of universal access
- formal principles and elements of design and their relevance to exhibition design
- sources and availability of materials and equipment used for exhibition design and construction
- appropriate materials to use with different collection items and impact of those materials
- costing and budgeting techniques for exhibition design
- communication, negotiation, presentation and project management techniques as they apply to the design process
- documentation formats used for exhibition design
- current and emerging technologies available to the exhibition designer
- construction methods/implementation issues associated with the realisation of exhibition designs
- behaviour of various materials, finishes, painting techniques and colours under lighting
- overall use of artificial lighting in exhibitions and options available
- properties, applications and durability of different types of materials that can be used for exhibition construction.

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development and realisation of creative exhibition design concepts which assist in the realisation of the overall exhibition concept and which address operational requirements and constraints
- effective communication, negotiation and project management skills to facilitate the design process
- research skills, including creative interpretation and adaptation of design concepts.

Context of and specific resources for assessment

Assessment must ensure:

- assessment over an extended period of time to reflect the nature of the design process and to assess the experimental and implementation aspects of this unit
- involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the design process
- access to an exhibition venue
- access to resources for both the development and realisation of designs (collection items, equipment, materials, financial and human resources).

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE

reports of on-the-job performance by the candidate
- evaluation of an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality
- evaluation of reports produced by the candidate which demonstrate the processes used in developing and realising the creative concept, including challenges faced and how these were resolved
- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUEDES04B Establish and refine a brief
- CUEDES05B Manage design realisation
- CUEFIN01C Develop a budget
- CUEFIN02C Manage a budget
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVDSP15B Research and apply techniques for application to spatial design.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate personnel may include:

- other designers
- curator
- conservator
- education staff

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RANGE STATEMENT

- construction specialists
- preparators
- taxidermists
- modelmakers
- installation staff
- other specialists

Exhibition requirements may include any of the following:

- displays
- interactive elements
- furniture and furnishings
- props
- back drops
- special effects
- automated/animatronic devices
- scenic art
- murals
- dioramas
- multi-sensory elements
- full-scale environments
- supports for collection items
- hanging systems
- lighting rig

Relevant factors which may determine and affect the design may include:

- overall exhibition concept
- exhibition duration (permanent/temporary)
- resources (human, financial, physical)
- space/venue specifications or restrictions
- available technologies
- timelines
- regulations e.g. fire restrictions
- needs of others involved in the exhibition
- access issues
- stability of collection items
- collection requirements (light levels, RH, pollutants)

The role of the designer may be impacted by:

- scale of the exhibition
- availability of other expertise

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RANGE STATEMENT

	• level of assistance available (in relation to implementation/construction) • budget
Sources and references to be used during the design process may include:	• reference books/journals/texts • writings of the period • paintings and illustrations • photographs • film, video • the Internet • digital images • technical drawings • models • collages • sketches • objects • community/stakeholder consultation • culturally appropriate representation
Accurate records of the design may include:	• plans (computer or manually generated) • specifications • samples • mock-ups
Occupational and public health and safety legislative requirements may include:	• commonwealth, state/territory occupational health and safety regulations • relevant national and international standards, guidelines and codes of practice e.g. The Building Code of Australia • relevant local government construction legislation and regulation

Unit Sector(s)

Not applicable.

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Competency field

Competency field Exhibition Development and Design

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CULREL501A Develop and maintain community and stakeholder relationships

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain relationships with people and organisations in local communities. The unit promotes the need for regular and ongoing consultation to maintain the quality of service provision.

Application of the Unit

This unit applies to individuals working in any industry or community context where there is a need for a proactive approach to establishing and building networks and relationships between organisations and stakeholders.

Individuals working autonomously, often with managerial responsibility undertake this role which requires the application of highly developed communication and planning skills.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Plan stakeholder consultation	1.1 In consultation with colleagues, review and assess current and potential ***stakeholders*** to determine needs, interests, priorities and trends 1.2 Identify key stakeholders, their representatives and ways to establish and maintain links 1.3 Research and maintain a collection of current ***relevant information*** on stakeholders 1.4 Check organisational plans for appropriate reference to interaction with stakeholders 1.5 Ensure that planning takes account of relevant ***internal and external factors***
2. Establish productive stakeholder relationships	2.1 Use a range of formal and informal ***strategies*** to facilitate ***relationships*** between stakeholders and own organisation 2.2 Identify and assess strategies for formal links between own organisation and key stakeholders 2.3 Implement strategies that are likely to be successful in terms of establishing productive relationships with stakeholders 2.4 Determine the purpose and parameters of specific ***consultations*** and brief participants accordingly 2.5 Integrate information from stakeholder consultations into organisational planning and share with relevant colleagues in a timely way 2.6 In consultation with colleagues, monitor and evaluate stakeholder relationships and take appropriate action to continuously improve them
3. Represent organisation to local	3.1 Communicate organisational role accurately, confidently and clearly to promote stakeholder awareness

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community	3.2 Promote organisation to external bodies that have a stake in its role, funding and operations

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - deliver presentations
  - facilitate workshops and focus groups
  - promote, manage and conduct formal and informal consultations on complex issues with a wide range of different stakeholders
- literacy skills to:
  - develop promotional materials
  - interpret and develop complex documents
  - take notes at activities
- initiative and enterprise skills to identify opportunities to engage with stakeholders
- planning and organising skills to:
  - establish and monitor strategies and actions across a broad range of different activities
  - integrate strategies with organisation's events and activities
  - plan and implement strategies to maximise stakeholder involvement
- self-management skills to:
  - chair meetings
  - prioritise work tasks and meet deadlines
  - project a professional image when representing own organisation
- technology skills to use business technology, including social media tools.

Required knowledge

- role and nature of promotion, advocacy and networks in the library and information and museums and galleries sectors
- nature and range of stakeholder groups, including special needs and cultural considerations
- features, costs and benefits of different consultation mechanisms
- networking techniques and strategies
- planning and organisational techniques for community consultations
- legal issues relevant to community/stakeholder consultation, including relevant health and safety requirements
- governance obligations associated with the organisation and its stakeholders.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop, establish and maintain relationships with stakeholders in ways that support the needs of own organisation • facilitate effective consultation with a broad range of stakeholders.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with others to reflect the consultation and communication aspects of this unit
	• project or work activities conducted over a period of time to reflect the ongoing monitoring and implementation aspects of this unit
	• access to:
	  • strategic plans and relevant policies and procedures manuals
	  • resources to implement consultation processes.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of stakeholder engagement programs developed and implemented by the candidate • review of documentation prepared by the candidate supporting stakeholder engagement activities • evaluation of candidate's response to different organisational and community scenarios to assess ability to develop links and networks for different contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a

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	second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS501B Manage quality customer service.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:	• academics
	• affiliated and special interest groups, such as:
	  • clubs
	  • community groups
	  • cultural organisations
	  • ethnic groups
	  • friends' organisations
	  • societies
	• board members
	• employers
	• general community
	• government, such as:
	  • local
	  • state
	• migrants or refugees
	• people in remote areas
	• people with special needs
	• representative bodies
	• small or large businesses
	• staff in the organisation
	• students
	• teachers.

Relevant information may relate to:	• community matters • cultural sensitivities

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	• current activities • future activities • interests • issues • organisational issues • special needs.
Internal and external factors may relate to:	• current organisational objectives • market trends • political and social issues in communities • resource constraints • technological developments.
Strategies may include:	• blogs • email • networks • open consultation workshops on topics of interest • review of newsletters by stakeholders and community groups • targeted focus group sessions • use of venue facilities for functions and meetings by stakeholders • wikis.
Relationships may be ongoing or for a specific purpose and may relate to:	• exhibitions and outreach programs • inclusion in public activities • involvement in the development of appropriate exhibitions, public programs and special events • market research • obtaining regular stakeholder feedback • requests for financial support • surveying stakeholder views on particular issues and services to assist with the development of new services or facilities.
Consultations may include:	• external committees • formal consultative bodies • informal communication and feedback • newsletters or other regular or specific information provision • presentations • regular liaison activities • surveys • taskforces • working parties.

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Unit Sector(s)

Stakeholder relations - Relationship management

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CUSFIM501A Secure funding for projects

Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to raise money for a creative or artistic project and to participate in negotiations with all parties.

Application of the Unit

People responsible for securing funding for creative arts projects apply the skills and knowledge outlined in this unit. In this role they are responsible for determining the amount of funding required, locating likely funding sources, developing funding proposals and maximising their chances of ongoing funding opportunities. This role would typically be undertaken by an artist, artist manager, promoter or senior administrator.

Licensing/Regulatory Information

L li Licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not Not applicable

Employability Skills Information

Not applicable

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify financial scope of and potential funding sources for project	1.1 Identify and determine the scope and funding needs of ***project*** 1.2 Identify optimum funding arrangements and possible ***funding sources*** for project 1.3 Gather information on funding sources, including organisational vision, prior funding initiatives and expected benefits from participation
2. Develop a project proposal	2.1 Plan and critique a ***project proposal*** that will attract funding from identified funding sources 2.2 Determine optimum method of presenting project proposal to identified funding sources 2.3 Clearly define structure of funding plan and interest of various parties and ensure proposal is supported by research from appropriate ***sources*** 2.4 Seek legal, taxation and regulatory advice where necessary and ensure proposal is checked by ***appropriate persons*** to ensure it meets compliance requirements
3. Present proposal and negotiate with funding sources	3.1 Present project proposal to funding sources using appropriate presentation techniques 3.2 Evaluate presentation to identify strengths and weaknesses to inform subsequent presentations 3.3 Negotiate with funding source representatives to clarify terms and conditions of ***funding agreement*** 3.4 Discuss funding agreement with all parties in a professional manner
4. Finalise funding agreement	4.1 Document funding agreement and circulate to all parties in a timely and effective manner 4.2 Establish processes to monitor compliance and report progress against funding agreement

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Ensure funding agreement is checked and confirmed by ***appropriate persons*** 4.4 Identify opportunities for ongoing funding arrangements with funding sources

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research techniques sufficient to access information from reliable sources to support project proposals
- literacy skills sufficient to prepare project proposals and funding agreements
- numeracy skills sufficient to:
  - analyse funding incentives and tax concession schemes
  - develop structured funding plans
  - estimate and calculate the resource requirements of a project proposal
- communication skills sufficient to:
  - conduct negotiations to clarify terms and conditions of funding agreements
  - establish and maintain relationships with prospective investors
  - present funding proposals to prospective investors
- learning skills sufficient to evaluate and improve own presentation techniques
- planning and organisational skills sufficient to envisage project milestones and monitor project compliance
- problem-solving skills sufficient to identify and plan for factors affectingcompletion of projecttasks within deadlines
- self-management skills sufficient to work within specified timelines
- technology skills sufficient to use industry-current financial and spreadsheet software

Required knowledge

- approaches used to successfully identify and attract funding opportunities in the creative arts industry
- broad knowledge of key creative arts industry terminology
- compliance requirements of funding agreements in the creative arts industry
- copyright, moral rights, intellectual property and legislation, and their impact on the creative arts industry
- professional behaviour and ethics as they apply to the creative arts industry
- OHS requirements relevant to project work in the creative arts industry

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- range of potential funding sources and channels through which funding opportunities are publicised in the creative arts industry
- sources of information on the creative arts industry and ways of maintaining current industry knowledge
- issues and challenges that typically arise in the context of securing funding for projects

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop viable funding proposals • maintain effective networks with prospective investors • negotiate agreed terms, conditions and interests with all parties to a funding agreement.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate environment to develop and present funding proposals • access to appropriate sources of information to prepare and support funding proposals • access to appropriate technology to research funding sources and use industry-current software • access to relevant creative arts industry networks • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to research funding sourcesand apply information to persuasive project proposals • direct observation of candidate preparing a project proposal and negotiating a funding agreement • authenticated copies of funding proposals prepared by the candidate • written or oral questioning to assess knowledge of

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	potential funding sources and channels through which funding opportunities are publicised • problem-solving activities to assess ability to estimate and calculate project costs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Projects may include:	• commercial • print advertisement • corporate video • feature film or video • filmed event or performance • interactive media product, e.g. CD, DVD and podcast • internet production, e.g. website sound • music recording or video • promotional trailer • radio broadcast • short film or video • television program, e.g. documentary • training film or video.
Funding sources may include:	• commissioning bodies • community organisations • corporate contributors • early adopters • enterprises • financial institutions • government departments • individuals • professional organisations • prospective investors • special public funding programs

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	• sponsors • suppliers.

Project proposal may include:	• analysis of benefits and profile of opportunities
	• compliance requirements, including legal, regulatory, reporting and taxation
	• cost estimates
	• creative and managerial experience of proponents
	• creative possibilities of project
	• demonstrable outcomes
	• funding plan
	• level of risk
	• likely chances of success
	• operational and marketing plan
	• overview and objectives
	• project timelines and milestones
	• projected financial performance
	• promotional and profiling opportunities
	• proposed interest of various parties:
	  • acknowledgments
	  • percentage of profits
	  • product placement
	  • share of copyright
	• purpose and amount of required finance.

Sources may include:	• discussions with current industry practitioners
	• discussions with industry associations
	• electronic and print media providing:
	  • articles
	  • journals
	  • magazines
	  • news
	  • reviews
	  • subscriptions
	• government funding programs and publications
	• industrial relations publications, such as:
	  • bulletins
	  • letters
	  • magazines
	  • newsletters
	• industry publications, such as:
	  • directories

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	• information sheets • reference books • technical publications • internet • libraries and archives • suppliers of products and services • tender search organisations • training programs, seminars, workshops, master classes and professional development opportunities.
Appropriate persons may include:	• business and financial managers • community representatives • copyright representatives • employee association and union representatives • financial advisers • industry association representatives • industry managers • legal advisers • mentors • professionals from allied areas.
Funding agreement may include:	• compliance monitoring arrangements • reporting and review requirements • rights and responsibilities of all parties • terms and conditions of agreement.

Unit Sector(s)

Finance - financial management

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CUSMKG301A Assist with the promotion of creative acts

Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist with the promotion of creative artists or groups.

Application of the Unit

This unit covers the skills and knowledge required to work in a creative environment where artists are being promoted. Personal assistants in a promotions company would typically perform this role, but members of a band or performance act may undertake this role on their own behalf or in collaboration with a promotional agent.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of promotional strategies	1.1 Participate in discussions with ***relevant personnel*** about marketing and promoting ***artists*** as required 1.2 Contribute ideas about ***activities*** that could be included in promotional ***strategies*** 1.3 Compile information about the potential of all ***media outlets*** for promoting artists and creative acts 1.4 Maintain documentation related to promotional strategies as required
2. Assist with promotional activities	2.1 Contribute to the ***development and distribution*** of ***promotional material*** to advance profile of artists 2.2 Monitor and document the results of strategies to test the response of target markets to promotional materials 2.3 Assist with the organisation of publicity opportunities for artists 2.4 Maintain a database of ***industry contacts*** and ***sources*** of industry information
3. Contribute to reviews of promotional strategies	3.1 Compile data and information on the impact and effectiveness of promotional activities 3.2 In consultation with relevant personnel prepare ***materials for meetings*** as required 3.3 Participate in discussions with relevant personnel about revisions to promotional strategies as required 3.4 Respond appropriately to constructive feedback on own work performance from relevant personnel

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills sufficient to:
  - interpret and clarify written and verbal instructions
  - work collaboratively in a team environment - both independently on assignment and under direction
  - respond positively to constructive feedback
- organisational skills sufficient to:
  - collect and review information on a given topic
  - maintain filing and information retrieval systems
- literacy skills sufficient to:
  - interpret written background information
  - write notes on information gathered verbally
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - work under pressure and meet deadlines
  - seek expert assistance when problems arise
- technical skills sufficient to:
  - use the internet to access information
  - use standard word-processing and database applications

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of industry personneland agencies
  - industry terminology
  - issues and challenges that arise in the context of assisting with the promotion of creative acts
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assist with promotional activities for an artist or creative act • maintain a database of industry contacts • work cooperatively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where promotional activities are undertaken • access to artists and music industry personnel • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess candidate's ability to address issues and challenges that arise in the context of assisting with the promotion of creative acts • direct observation of candidate maintaining a database of industry contacts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• managers • supervisors • colleagues • artists and performers

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	• artist managers
	• publishers
	• advertising agencies
	• public relations companies
	• media personnel, such as:
	  • broadcasters
	  • critics
	  • journalists
	  • digital distribution agents.

Artists may include:	• arrangers
	• composers
	• songwriters
	• performers, including:
	  • musicians
	  • singers
	  • dancers
	  • actors
	  • circus performers
	• writers
	• visual artists
	• craftspeople
	• designers.

Activities may include:	• advertisements
	• attention-seeking gimmicks
	• competitions
	• industry functions
	• internet broadcasts
	• live performances, including:
	  • auditions
	  • festival appearances
	  • headline acts
	  • supporting acts
	• media announcements and interviews
	• podcasts
	• product launches, e.g. artist websites
	• radio broadcasts
	• television appearances.

Strategies may be for:	• live events • print media • online:

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	• artist's own website • social networking sites • digital distribution agents • radio • television.
Media outlets may include:	• print • television • radio • internet • digital communication devices, e.g. mobile phones.
Development and distribution of promotional material may include:	• drafting media releases • compiling visual material • writing and sending broadcast emails about promotional activities • maintaining a database of contacts • updating websites.

Promotional materials may include:	• artist profiles, e.g. biographical and professional
	• artist websites
	• print, such as:
	  • banners
	  • brochures
	  • business cards
	  • flyers
	  • handbills
	  • pamphlets
	  • posters
	  • stickers
	• demonstration recordings:
	  • digital downloads
	  • filmed performances
	  • interactive media products, e.g. podcast
	  • music recording and/or videos, e.g. CD and DVD
	• media kits
	• novelty giveaways
	• photographs
	• portfolios
	• presentations
	• press releases

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	• prototypes • publicity shots • reviews • scores • T-shirts.

Industry contacts may include:	• artist and repertoire (A&R) managers
	• artist managers
	• artists
	• booking agents
	• education and training organisations
	• entrepreneurs
	• legal counsel and accountants
	• music distributors
	• industry associations
	• journalists
	• producers
	• promoters
	• publishers
	• wholesalers and retailers
	• radio presenters
	• record producers
	• recording engineers
	• studio/venue managers
	• production personnel, such as:
	  • front-of-house
	  • lighting
	  • sound
	  • staging
	  • vision systems
	• tour managers.

Sources may include:	• discussions with industry personnel and promotional consultants
	• music charts, including:
	  • internet
	  • radio
	  • television
	  • print
	• music downloads, websites and blogs
	• industry associations
	• media, including:
	  • articles

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	• bulletins • directories • information sheets • journals • magazines • newsletters • reviews • subscriptions • trade papers • industry productions and events, including: • awards • competitions • conferences • conventions • exhibitions • festivals • functions • performances • trade fairs • suppliers of products and services.
Materials for meetings may include:	• agendas • agenda papers • minutes • PowerPoint presentations • photos and other visual material.

Unit Sector(s)

Business development - marketing

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CUSMKG501A Manage the promotion of creative acts

Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply high-level communication skills in the context of managing the promotion of creative artists or groups.

Application of the Unit

Promoters, artist managers and self-employed artists apply the skills and knowledge outlined in this unit. In this entrepreneurial role they are responsible for developing and maintaining an extensive network of industry and media contacts so that all avenues for promoting artists are explored and used.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop promotional strategies	1.1 In collaboration with ***relevant personnel***, match ***aspects*** of ***artists*** and creative acts with potential target markets 1.2 Undertake appropriate ***risk analysis*** in relation to the promotional viability of artists 1.3 Identify ***activities*** that could be included in promotional ***strategies*** 1.4 Investigate the potential of all ***media outlets*** for promoting artists and creative acts 1.5 Document, discuss and revise promotional strategies as required
2. Promote creative acts	2.1 Facilitate the development and distribution of ***promotional material*** to advance profile of artists 2.2 Ensure promotional materials are developed in line with ***design principles*** that reflect artists' image and meet target market needs 2.3 Use testing and sampling strategies to determine the response of target markets to promotional materials 2.4 Create publicity opportunities for artists and ***capture*** them for future use
3. Develop promotional networks	3.1 Continually monitor ***sources*** of information to develop and maintain ***industry knowledge*** 3.2 Develop and maintain strategic relationships with a broad range of ***industry contacts*** 3.3 ***Deal*** effectively with the media
4. Review promotional strategies	4.1 Assess the impact and effectiveness of promotional activities 4.2 Analyse costs and timelines to evaluate benefits arising from promotional activities 4.3 In consultation with relevant personnel revise

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ELEMENT	PERFORMANCE CRITERIA
	promotional strategies as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills sufficient to access reliable information on the promotional viability of artists and artistic works
- literacy skills sufficient to read and interpret promotional materials
- numeracy skills sufficient to balance expenditure of promotional services and materials against allocated budgets
- communication skills sufficient to:
  - gather and exploit strategic advice from industry contacts
  - apply active listening, questioning and non-verbal communication techniques in day-to-day dealings with people
- critical-thinking skills sufficient to:
  - test and compare different media options for promotional activities
  - undertake a risk analysis into the promotional viability of artists
- initiative and enterprise skills sufficient to adjust artistic image in line with feedback
- planning and organisational skills sufficient to create, use and exploit media opportunities to promote artists
- problem-solving skills sufficient to manage contingencies in promotional activities
- self-management skills sufficient to:
  - set priorities and apply time-management strategies
  - work within established budgets and timeframes
- teamwork skills sufficient to work constructively with others
- technical skills sufficient to use the internet to access information

Required knowledge

- new and emerging trends in relevant industry sector
- planning processes for organising promotional activities
- relevant legislation, regulations and codes of practice, including:
  - advertising, sales and promotion
  - accuracyand clarity of information
  - anti-discrimination, equal employment opportunity and affirmative action
  - copyright and intellectual property

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  - ethical standards, privacy and confidentiality
  - OHS
- role and functions of:
  - industry personnel
  - agencies servicing the industry
  - national and international industry associations
- issues and challenges that typically arise in the context of managing the promotion of creative acts

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop viable promotional strategies for an artist or creative act • promote the artist or creative act in line with promotional strategies • develop and maintain a network of contacts for promotional purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where promotional activities can be actively and safely facilitated • access to artists and industry contacts • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess candidate's ability to communicate effectively within a range of promotional situations • direct observation of candidate promoting creative acts • written or oral questioning to assess knowledge of testing and sampling strategies

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	• problem-solving activities to assess ability to manage contingencies in promotional activities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Relevant personnel may include:	• artists and performers
	• artist managers
	• publishers
	• advertising agencies
	• public relations companies
	• media personnel, such as:
	  • broadcasters
	  • critics
	  • journalists
	• digital distributors/aggregators.

Aspects of creative acts may include:	• artists' culture, image and stage name
	• artwork associated with performances and recordings
	• characteristics of artists' live and recorded sound
	• current and predicted popularity, professionalism, status and standard of artists
	• past, current and predicted collaborations with other artists
	• popularity of artists' style, genre and repertoire with intended audience demographic, including:
	  • age
	  • artistic preferences
	  • competing interests
	  • cultural affiliations
	  • disposable income

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	• loyalty • predicted spending patterns • projected personality of artists, e.g. media or stage • recent successes of artists, including: • radio • television • online • live performances • recordings.
Artists may include:	• arrangers • composers • songwriters • performers: • musicians • singers • dancers • actors • circus performers • writers • visual artists • craftspeople • designers.
Risk analysis may involve:	• balancing artistic returns with promotional costs • balancing average bar tab per head of audience from recent performances with anticipated audience numbers for future performances • balancing expectations and preferences of audience to style, genre and repertoire of artist • balancing market appeal of artist with anticipated audience loyalty • balancing ticket prices with predicted spending patterns of intended audience demographic • mitigating non-attendance of audience, artists and/or promotional staff.
Activities may include:	• advertisements • attention-seeking gimmicks • competitions • industry functions • internet broadcasts • live performances:

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	• auditions • festival appearances • headline acts • supporting acts • media announcements and interviews • podcasts • product launches, e.g. artist websites • radio broadcasts • television appearances.
Strategies may be for:	• live events • print media • online: • artists' own websites • social networking sites • digital distribution agents • radio • television.
Media outlets may include:	• print • television • radio • internet: • artists' websites • broadcast email lists • YouTube • Facebook • MySpace • blogs • digital communication devices, e.g. mobile phones.
Promotional materials may include:	• artist profiles, e.g. biographical and professional • artist websites • print, such as: • banners • brochures • business cards • flyers • handbills • pamphlets • posters

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	• stickers
	• demonstration recordings:
	  • digital downloads
	  • filmed performances
	  • interactive media products, e.g. podcast
	  • music recording and/or videos, e.g. CD and DVD
	• media kits
	• novelty giveaways
	• photographs
	• portfolios
	• presentations
	• press releases
	• prototypes
	• publicity shots
	• reviews
	• scores
	• T-shirts.

Design principles may include:	• accuracy
	• brevity
	• conciseness
	• amusing
	• attractive and well presented
	• clearly reflective of genre and musical culture of artist
	• convincing
	• creative
	• easy to read
	• media readiness, such as:
	  • clarity of photographs
	  • quality of recordings
	  • resolution of digital images
	• visually interesting.

Capturing publicity opportunities may include:	• filming • audio recording • photographing.

Sources may include:	• discussions with industry personnel and promotional consultants
	• music charts, including:
	  • internet
	  • radio

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	• television • print • music downloads, websites and blogs • industry associations • media, including: • articles • bulletins • directories • information sheets • journals • magazines • newsletters • reviews • subscriptions • trade papers • industry productions and events, including: • awards • competitions • conferences • conventions • exhibitions • festivals • functions • performances • trade fairs • suppliers of products and services.
Industry knowledge may relate to:	• business trends: • 360 degree business model • all rights under one deal • passive rights deal • distributed patronage • new and emerging distribution systems • new forms of marketing, branding and product placement • alliances with allied technologies and businesses • revenue structures • opportunities for increased airplay of music through: • digital radio

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	• digital television • mobile phones • internet • advances in software applications • new terminology • social, political and environmental developments • changing nature of work, including: • occupations that are disappearing and how they are being replaced • changes to the mix of skills and knowledge required in different areas of the industry.
Industry contacts may include:	• artist and repertoire (A&R) managers • artist managers • artists • booking agents • education and training organisations • entrepreneurs • legal counsel and accountants • digital distributors/aggregators • industry associations • journalists • producers • promoters • publishers • wholesalers and retailers • radio presenters • record producers • recording engineers • studio/venue managers • production personnel, such as: • front-of-house • lighting • sound • staging • vision systems • tour managers.
Dealing effectively with the media may involve:	• ensuring that the message conveyed in media interviews promotes the artists' image • maximising media opportunities for artists • techniques for responding to and prompting

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	different types of questions, such as: • clarifying • basic questions of the 'what', 'who', 'where', 'why' and 'how' variety • closed or open-ended • hypothetical • leading.

Unit Sector(s)

Business development - marketing

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CUVACD302A Produce computer-aided drawings

Modification History

Version	Comments
CUVACD302A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of computer-aided design and drafting (CADD) program functions to produce drawings.

The focus of this unit is on the technical skills required to operate CADD, not on design skills which are covered in other units in CUV11 Visual Arts, Craft and Design Training Package.

Application of the Unit

People working in many industries apply the skills and knowledge outlined in this unit.

In the cultural industries, computer-aided drawing skills are required in many design disciplines, and in contexts such as stage and set design. In the visual arts, computer-aided drawings could be used to develop concepts for artworks or for mounting installations and exhibitions.

At this level, work is undertaken independently but within established parameters. Supervision or guidance is available as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Prepare for computer-aided drawing work	1.1 Clarify drawing requirements with reference to concept or project ***information***
	1.2 Identify hardware, software, tools and equipment required for ***computer-aided design*** and drafting projects
	1.3 Set up hardware and software according to operating instructions and organisational procedures
	1.4 Identify and retrieve digitised information relevant to projects
2. Gather object parameters and/or measurements	2.1 Establish and record critical dimensions and data for required designs
	2.2 Identify requirements in relation to accuracy, tolerances and other critical information
3. Prepare plots or drawings	3.1 Access and use ***CADD functions and features*** according to operating instructions
	3.2 Access and use ***peripheral equipment*** required for projects
	3.3 Prepare and review preliminary drawings in consultation with relevant colleagues as required
4. Finalise drawings	4.1 Check designs against project objectives and specifications according to organisational procedures
	4.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues as required
	4.3 Store data files according to operating instructions and organisational procedures
	4.4 Submit final drawings within agreed time parameters

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to improve own skills through feedback and review
- literacy skills to interpret and use digital information, including instructions required for the production of computer-aided drawings
- numeracy skills to interpret and correctly apply calculations and measurements required for the production of computer-aided drawings
- planning and organising skills to plan work tasks in a logical sequence
- problem-solving skills to identify and respond to the need for adjustments in drawings
- self-management skills to complete work within agreed timeframes
- technology skills to use a range of features of CADD software.

Required knowledge

- ways in which CADD is used within specific industry contexts
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- intellectual property issues and legislation associated with the use of CADD
- OHS issues associated with the use of computers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use the standard features and functions of a CADD program to produce drawings for a specific workplace purpose • apply knowledge of CADD capabilities and uses in a specific industry context.
Context of and specific resources for assessment	Assessment must ensure access to: • CADD equipment and software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

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	appropriate for this unit: • evaluation of drawings produced by the candidate • oral or written questioning to assess knowledge of CADD features and functions • direct observation of the candidate undertaking CADD work • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may relate to:	• creative objectives • measurements/dimensions of objects or space • scope for making adjustments • statutory requirements • technical objectives • timelines.

Computer-aided design may be required for a wide range of work situations which may include:	• costume or fashion design
	• layouts:
	  • rooms
	  • sites
	  • stage
	• lighting plots
	• object or product design
	• set design
	• visual arts projects:

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	• artworks in any form • community installations • public art.

CADD functions and features must include:	• drawing tools to support methods for drawing:
	  • lines
	  • arcs
	  • polylines
	  • texts
	  • dimensions
	• edit functions
	• plotting and printing
	• view displays
	• working with layers.

CADD functions and features may include:	• three-dimensional (3-D) techniques:
	  • displaying 3-D views
	  • entering coordinates
	• how CADD works in an integrated environment
	• isometrics and perspectives
	• macros
	• use of attributes to make project reports.

Peripheral equipment may include:	• plotters • printers • scanners.

Unit Sector(s)

Visual communication – art, craft and design

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CUVFIM401A Obtain revenue to support operations

Modification History

Version	Comments
CUVFIM401A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set revenue-raising goals, identify possible sources of revenue, and to proactively work to secure revenue to support work operations.

Application of the Unit

A sole practitioner, small business person, or a manager or senior administrator in a larger organisation could apply the skills and knowledge outlined in this unit.

Revenue could be raised from corporate sponsorship, grants from philanthropic trusts or government agencies, or through more commercial approaches, such as advertising and promotion.

Although work at this level is largely independent, some supervision and guidance would be provided as required

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Set revenue-raising goals	1.1 Identify potential ***revenue sources*** from a range of ***information sources*** 1.2 Identify ***factors*** that may affect the suitability of potential revenue sources 1.3 Evaluate suitability of revenue sources in relation to the organisation's overall vision 1.4 Identify revenue-raising ***priorities*** in line with current direction and vision in consultation with ***relevant people*** 1.5 Reach agreement on how and from which sources revenue will be raised as required
2. Implement revenue-raising strategies	2.1 Identify ***processes*** to follow to access potential revenue sources 2.2 Establish and maintain relationships with potential revenue sources 2.3 ***Build positive relationships*** with key stakeholders who can provide support 2.4 In a timely manner, assign resources required to raise revenue 2.5 Negotiate with representatives from revenue sources to clarify terms and conditions of ***funding agreement*** 2.6 Discuss funding agreement with all parties in a professional manner
3. Evaluate	3.1 Monitor all arrangements to ensure compliance with funding

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revenue-raising strategies	requirements 3.2 Review the ***impact*** of funding on the organisation 3.3 Review priorities and revenue-raising strategies and amend as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - discuss revenue-raising issues with colleagues
  - communicate effectively with a range of stakeholders
  - conduct negotiations to clarify terms and conditions of funding agreements
  - establish and maintain relationships with representatives from funding bodies/revenue sources
- initiative and enterprise to:
  - identify revenue sources that best suit the organisation's profile and vision
  - anticipate and manage risks associated with obtaining revenue
- numeracy skills to interpret organisational financial reports and budget documents
- planning and organising skills to plan and implement approaches to revenue sources in a timely and logical manner
- research skills to obtain necessary background information to assist with the identification of potential revenue sources
- self-management skills to work within specified timelines
- technology skills to:
  - use a range of office equipment and software to produce documents and reports
  - use the internet as a research tool.

Required knowledge

- typical avenues through which revenue can be raised in the relevant industry content, including:
  - government departments
  - industry
  - private sector
- methods used by similar organisations to generate revenue
- emerging trends and different models for revenue-raising activities
- issues and challenges that typically arise in the context of revenue raising

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- general business requirements associated with revenue and funding sources, including audit accounting and legal issues.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop an action plan that outlines strategies to raise revenue for a given organisation or practice • apply knowledge of revenue-raising opportunities in the relevant industry context.
Context of and specific resources for assessment	Assessment must ensure access to: • materials, resources and equipment needed to research funding and revenue opportunities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of an action plan developed by the candidate detailing revenue-raising strategies • questioning and discussion about action plan and negotiation strategies • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUEFIN03C Obtain sponsorship • CUSFIM501A Secure funding for projects.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Revenue sources may include:	• advertising • corporate contributions • government funding • promotional opportunities • sales • sponsorship.

Information sources may include:	• annual reports of companies known for sponsorship
	• benchmarking with similar organisations
	• directories:
	  • government departments and agencies
	  • industry
	  • philanthropic trusts
	• industry networks
	• internet
	• print and electronic media
	• professional associations
	• tender search organisations
	• word-of-mouth.

Factors may include:	• costs and benefits to the organisation
	• eligibility criteria
	• environmental issues
	• expectations of:
	  • advertisers
	  • corporate donors
	  • funding bodies
	• grant conditions
	• level of funding offered
	• timing.

Priorities may be determined through consideration of:	• benefits to the organisation
	• costs involved in seeking revenue:
	  • compliance requirements
	  • people

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	• reporting requirements • resources • time • length of potential financial support • likely chance of success • nature of support • profile opportunities • relationship and network opportunities.
Relevant people may include:	• board of directors • business manager • CEO • colleague • financial adviser • managing director.
Processes may include:	• completion of proposals or submissions • direct approaches • presentations • responses to tenders or advertising • retail outlets sourced or established.
Ways to ***build positive relationships*** may include:	• attendance at organised networking events, e.g. conferences, openings and launches • direct approaches • offering support to other organisations • organisation of own networking events, e.g. launches, displays, workshops and promotions • presentations.
Funding agreement may include:	• compliance monitoring arrangements • reporting and review requirements • rights and responsibilities of all parties • terms and conditions of agreement.
Impact may relate to:	• ability to comply with any funding and sponsorship conditions • access to other potential revenue sources • additional networking opportunities • additional promotional and profiling opportunities • additional work requirements on staff • increase in the use of that funding source • opportunities to extend potential funding into new areas • reporting requirements.

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Unit Sector(s)

Finance – financial management

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CUVIND501B Maintain and apply creative arts industry knowledge

Modification History

Version	Comments
CUVIND501B	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain industry knowledge and manage own professional practice within the creative arts industry.

Application of the Unit

This unit addresses the research, analysis, application and maintenance of information relevant to work roles within the creative arts industry. It involves industry structures and operations, employment obligations and opportunities, industry trends and emerging technologies, and industry laws and regulations. The unit also addresses effective monitoring and participation in industry networks.

This unit underpins effective performance within the creative arts industry sectors and requires an advanced application of creative arts industry knowledge. Basic and intermediate applications of creative arts industry knowledge are addressed in the unit CUFIND201A Develop and apply creative arts industry knowledge

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Research and apply industry information	1.1 Research the ***structure and operation*** of the ***creative arts industries*** using ***appropriate sources*** 1.2 Research ***employment obligations and opportunities*** within the creative arts industries using appropriate sources 1.3 Monitor ***trends and emerging technologies*** within the creative arts industries using appropriate sources 1.4 Research ***laws and regulations*** affecting the creative arts industries using appropriate sources 1.5 Analyse, critique and share industry information with ***relevant personnel*** to assist own decision making and contingency planning 1.5 Evaluate currency and credibility of information sources and ensure research scope is sufficiently broad 1.6 Maintain accurate and comprehensive details of information sources
2. Maintain effective industry networks	2.1 Participate in ***networks and associations*** to maintain high standards of professional practice 2.2 Use ***network strategies*** to establish and maintain relationships that enhance own professional practice 2.3 Maintain dialogue with networks to maximise industry contacts and ensure currency and credibility of industry knowledge 2.4 Communicate benefits of network participation to relevant personnel
3. Enhance professional	3.1 Seek feedback from relevant personnel to identify professional

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practice	development opportunities 3.2 Participate in professional development activities to improve work performance and ensure currency of industry knowledge 3.3 Use industry affiliations and strategic alliances to support and maintain professional practice

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - obtain and interpret information to ensure currency of work practice
  - share industry information with colleagues and peers
  - work effectively in a team and acknowledge cultural protocols
- learning skills to:
  - identify opportunities to maintain and enhance industry knowledge
  - identify own knowledge and information needs
  - seek feedback and integrate constructive advice into own professional practice
- literacy skills to read and understand industry information and terminology
- numeracy skills to interpret relevant technical data
- planning and organising skills to monitor own work and introduce strategies to improve performance
- technology skills to access and download industry information.

Required knowledge

- the following areas and how they apply to day-to-day work activities, in relation to the particular creative arts industry sector in which knowledge is being assessed:
  - industry structure and operation
  - employment obligations and opportunities
  - laws and regulations
  - trends and emerging technologies
- key creative arts industry terminology
- copyright, moral rights, intellectual property and legislation and their impact on the creative arts industry
- protocols and ethics as they apply to the creative arts industry
- impact of technological convergence in the creative arts industry

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- nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
- OHS requirements relevant to particular work contexts
- sources of information on the creative arts industry and ways of maintaining current industry knowledge.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • research, analyse, critique and apply industry information • maintain effective industry networks • enhance professional practice.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • a range of relevant and current creative arts industry information materials
	  • an appropriate environment to enhance professional practice
	  • appropriate technology to research and apply creative arts industry information
	  • relevant creative arts industry networks, including opportunity for collaboration
	  • appropriate learning and assessment support when required
	• the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • case studies to assess candidate's ability to research industry information and apply knowledge to different contexts and situations • direct observation of candidate analysing, critiquing and sharing industry information

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	• problem-solving activities to assess candidate's critical thinking skills • review of third-party reports from experienced practitioners • oral or written questioning to assess knowledge of technical or context issues that impact on professional practice in a given industry context. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. It should be noted that this unit underpins effective performance in all creative arts industry work practices, and as such could be assessed in conjunction with other operational and technical units at an equivalent level.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Structure and operation may include:	• economic, historical and social significance of the creative arts industry • creative arts industry sectors and their products, services, revenue flow and interrelationships • local, regional, national and international creative arts enterprises • major industry bodies and associations • markets and distribution channels for products and services • prominent creative arts practitioners and practices • relationship with other industries • working arrangements within the industry.
Creative arts industries may include:	• entertainment • film, television, radio and interactive digital media • museums and library services

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	• music • visual arts, craft and design.
Appropriate sources may include:	• attending creative arts industry events, such as community activities, conferences, conventions, exhibitions, expositions, festivals, functions, performances and trade fairs • electronic and print media, including articles, journals, magazines, news, reviews and subscriptions • government publications, including legislation, policy and procedures manuals • industrial relations publications, including bulletins, letters, magazines and newsletters • industry publications, including induction kits, information sheets, reference books and technical publications • internet • libraries and archives (text, film, video, sound and graphic) • lifestyle and contemporary issues magazines • museums, galleries and studios • peak copyright organisations • personal observations and experience • professional competitions and awards • professional development activities, such as conferences, master classes, seminars, symposiums, training programs and workshops • retail or wholesale suppliers of products and services.
Employment obligations and opportunities may include:	• career opportunities and career paths • codes of conduct and codes of ethics • employer bodies and professional associations • employment conditions • employment contracts and job descriptions • industrial relations issues • roles, responsibilities and employment rights of individuals and contracted freelance workers • union membership.
Trends and emerging technologies may include:	• advances in any type of equipment or technology used within the industry • changing nature of the marketplace, including marketing and production of products and services • cultural protocols • funding policies • government initiatives • historical, emerging and predicted trends • importing and exporting issues

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	• industrial relations • industry contraction and expansion • insurance issues • likely effects of new technology on current work practices and structure of the industry • sources of technical advice and support • taxation issues • ways of upgrading skills to allow for the use of new technology.
Laws and regulations may include:	• anti-discrimination • consumer protection • contempt of court and parliament • copyright, moral rights, intellectual property, licensing and royalty • defamation • duty of care • environmental issues • equal employment opportunity • importing and exporting • industrial relations laws and awards • insurance • libel • obscenity • OHS • plagiarism • privacy legislation • racial vilification • slander • taxation.
Relevant personnel may include:	• agents • artist managers • colleagues and peers • community representatives • copyright and legal representatives • current industry practitioners • employee association (union) representatives • industry association representatives • industry managers • mentors • professionals from allied areas • speakers at conferences and seminars.
Networks and	• advisory committees

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associations may include:	• chambers of commerce • community organisations • government agencies • industry sector committees • lobby groups • local councils • professional industry associations • project-specific consultative and reference groups • specific interest or support groups • suppliers • unions • work teams.
Network strategies may include:	• association and society membership • attending seminars • distributing materials • individual marketing • maintaining regular contact • participating in conferences.

Unit Sector(s)

Industry capability – industry context

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CUVPUB501A Develop and manage public relations strategies

Modification History

Version	Comments
CUVPUB501A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement plans for public relations activities within an organisation.

Application of the Unit

The skills and knowledge outlined in this unit are relevant to owner/managers of small businesses, departmental managers within organisations and marketing personnel.

At this level individuals are working independently and are expected to apply theoretical concepts in a broad range of contexts, which involve contingency planning and devising solutions to unpredictable problems.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential	*Performance criteria describe the performance needed to demonstrate*

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outcomes of a unit of competency.	*achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Generate organisational identity consistent with organisation's vision	1.1 Collect and analyse ***internal and external information*** relevant to the development of ***public relations strategies***
	1.2 Review the organisation's core activities, business values and current business direction to identify potential ***images and messages***
	1.3 Identify and consult with key ***stakeholders*** about public relations issues
2. Prepare public relations plans or strategies	2.1 Identify ***target groups*** for public relations activities
	2.2 Identify and select strategies that enhance and promote the organisation's identity to target groups
	2.3 Identify and plan for the range of ***potential situations*** and reactions to which the organisation may need to respond
	2.4 Incorporate ***legal and ethical considerations*** into the planning process
	2.5 Provide timely opportunities for colleagues to contribute to public relations planning
	2.6 Negotiate changes to plans as required
	2.7 Submit public relations plans for approval according to organisational policy as required
3. Manage the implementation of public relations plans	3.1 Define and clearly communicate all ***aspects*** of public relations plans to others involved in the public relations activities
	3.2 Implement and monitor actions detailed in plans and take action to rectify anything that has the potential to impact negatively on activities
	3.3 Produce public relations reports according to organisational policy
	3.4 Share public relations information with colleagues to maintain awareness of current direction and priorities of

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	organisation
4. Evaluate and review public relations plans	4.1 Establish appropriate ***mechanisms*** to obtain feedback about public relations activities and strategies 4.2 Evaluate ***public relations activities*** using agreed methods and benchmarks 4.3 Make adjustments according to feedback and evaluation 4.4 Communicate and implement agreed changes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - relate to people from diverse backgrounds and people with diverse abilities
  - discuss issues around public relations activities with a range of stakeholders
  - negotiate changes to public relations strategies in a constructive manner
  - brief colleagues about public relations activities
- initiative and enterprise skills to:
  - devise public relations activities that best suit target groups
  - anticipate and manage risks to public relations activities
- literacy skills to:
  - interpret a range of complex material
  - write reports and strategic materials
- planning and organising skills to:
  - organise information in a logical way when producing public relations plans and reports
  - manage projects and processes
- research skills to obtain necessary background information to assist with the development of public relations plans and strategies
- technology skills to:
  - use a range of office equipment and software to produce public relations plans and reports
  - make effective use of the internet for research purposes.

Required knowledge

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- public relations context for the organisation, including ways in which similar organisations generate and promote their identity
- ways in which public relations link to other aspects of marketing and management
- issues and challenges that can arise in the context of developing and managing public relations strategies
- structure and functions of a range of print and electronic media
- planning techniques and formats in relation to public relations
- formats, features and uses of different public relations resources
- legal issues that specifically impact on public relations practice
- intellectual property issues and legislation that impact on public relations activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop a public relations plan for a specific organisation or area of an organisation • work collaboratively with others on the development and implementation of public relations activities • apply knowledge of public relations protocols, resources and activities.
Context of and specific resources for assessment	Assessment must ensure access to: • an organisation for which public relations activities could be planned • materials, resources and equipment needed to research public relations campaigns and media opportunities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a public relations plan developed by the candidate • role play or simulation and practical activities to assess candidate's consultation and communication skills and ability to interact with the media • questioning and discussion about case studies, plans and strategies • review of portfolios of evidence

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	• review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internal and external information may relate to:	• business plans • community activities • competitor organisations • current industry trends and developments • current market conditions • financial plans • government activities • legal environment • marketing plans.
Public relations strategies may be for:	• a department • a program of events • a single event • a specific product or service • an organisation.

Images and messages may relate to:	• nature of products and services:
	  • exhibitions
	  • performances
	  • sale
	• operational style:
	  • efficient
	  • ethical

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	• fair • responsive • relationship to public: • leading edge • responsive • service provision: • access • hours of operation • range of facilities • services • stylistic direction: • classical • contemporary • folk • indigenous • innovative • international • track record of organisation • visual identity: • colour • logo • public appearance • signage.
Stakeholders may include:	• funding bodies • patrons • promoters • representatives from boards and committees associated with organisation • sponsors • staff • visitors.
Target groups may include:	• audiences • event organisers • funding bodies • media representatives: • directors • journalists • editors • producers • patrons

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	• promoters • related businesses • sponsors • staff • suppliers • vendors • visitors • volunteers.

Potential situations may include:	• capitalising on favourable publicity
	• minimising the impact of unfavourable press
	• responding to unforeseen operational issues, such as:
	  • accidents
	  • shortages
	• unprecedented or overwhelming support or attendance.

Legal and ethical considerations may relate to:	• codes of practice • cultural expectations and influences • legislation • social responsibilities.
Aspects may include:	• budgets • priorities • responsibilities • risks • target groups • timelines.

Feedback ***mechanisms*** may include:	• consultation with colleagues
	• direct questioning
	• formal/written feedback
	• measurements of level of support:
	  • attendance
	  • patronage
	  • sponsorship
	• media monitoring.

Public relations activities may relate to:	• charitable support • cocktail parties • direct advertising • gifts • guest appearances • launches • membership and loyalty programs • openings • sponsorship

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	• websites.

Unit Sector(s)

Business development – public relations

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FNSACC406A Set up and operate a computerised accounting system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to modify and operate an integrated computerised accounting system. This is generally under supervision and encompasses processing transactions within the system, maintaining the system, producing reports and ensuring system integrity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit has application across all sectors of the financial services sector and other industry organisations using accounting software. It has application to job roles such as accounts receivable and payable clerks.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement an integrated accounting system	1.1. The general ledger, ***chart of accounts*** and subsidiary accounts are implemented in accordance with ***organisational requirements***, ***procedures and policies*** 1.2. Customers, suppliers and inventory items are set up in the system to meet organisational requirements and the reporting requirements of Goods and Services Tax (GST) 1.3. ***Appropriate technical help*** is used to solve any operational problems
2. Process transactions within the system	2.1. Input data is collated, coded and classified before processing 2.2. A wide range of cash and credit ***transactions*** are processed in both a service and trading environment 2.3. The general journal is used to make any ***balance day adjustments*** for prepayments and accruals 2.4. System output are regularly reviewed to verify the

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ELEMENT	PERFORMANCE CRITERIA
	accuracy of data input and adjustments made for any detected processing errors 2.5. An end of financial year rollover is performed
3. Maintain the system	3.1. Any new general ledger accounts, customer, supplier, inventory and fixed asset records are added as required 3.2. An existing chart of accounts, customer, supplier, inventory and fixed asset records and subsidiary accounts are maintained and updated 3.3. The chart of accounts is customised to meet the reporting requirements of the organisation
4. Produce reports	4.1. Reports to indicate the financial performance and financial position of the organisation and for GST purposes are generated as required or requested 4.2. ***Reports*** to ensure that ***subsidiary ledgers*** and accounts reconcile with the general ledger are generated 4.3. Reports, which ensure that the bank account reconciles with the bank statement, over at least two reporting periods are generated
5. Ensure system integrity	5.1. Regular back-ups of the system are made to ensure against loss or corruption of data 5.2. Data are restored from back-ups in the event of loss or corruption of current data 5.3. A secure record of all processed transactions is maintained for audit purposes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to:
  • determine and confirm work requirements, using questioning and active listening as required
  • liaise with others, share information, listen and understand
  • use language and concepts appropriate to cultural differences

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REQUIRED SKILLS AND KNOWLEDGE

• research skills such as:
  • accessing and managing information
  • interpreting documentation
• numeracy skills for financial calculations and analysis
• well-developed IT skills for modifying and using integrated financial software
• literacy skills for identifying and using financial data from a variety of sources
• problem solving skills to identify any issues that have the potential to impact on the data entry and reporting process and to develop options to resolve these issues when they arise
• organisational skills, including the ability to plan and sequence work

Required knowledge
• organisational procedures and policies relating to maintaining financial records • principles and practices of accrual accounting • principles of double entry accounting • relevant financial services industry legislation and statutory requirements • the characteristics and included information in relevant source documents of financial data

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • set up an organisation's chart of accounts by modifying an established integrated financial software system • interpret and apply organisational policies and procedures • implement an integrated accounting system ensuring integrity of the data • process transactions within the integrated system and generate reports • maintain the integrated system.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial

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EVIDENCE GUIDE	
	services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables. • access to an integrated financial software system and associated data • access to the internet.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills • setting and reviewing projects using specialised software • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Chart of accounts may include:	• classified expenses by type • current assets • current liabilities • equity • income • non-current assets • non-current liabilities.

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RANGE STATEMENT	
Organisational requirements*, *procedures and policies may include:	• Australian Accounting Standards • corporate governance • correctly identifying and opening files within an organisational permit • electronic and paper-based recording • log on and system security procedures • organisational health and safety (OHS) policies, procedures and programs • storing data to security requirements and for appropriate future access.
Appropriate technical help may include:	• computer help desk personnel • designated technology assistance staff • external staff employed or recommended by the software supplier to assist with difficulties • managers and supervisors • on-screen help • online help • software manuals.

Transactions may include:	• adjustment notes
	• bad debts
	• bank reconciliation
	• cash sales and deposits
	• cheque payments
	• commencing business entry
	• commission
	• contra entries
	• credit card payments
	• customer payments
	• discounts
	  • financial
	  • sales
	• funds transfers
	• inventory stock take
	• loans
	• petty cash
	• purchase and sale of stock
	• purchase invoices
	• purchase orders
	• sales invoices
	• supplier payments

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RANGE STATEMENT	
	• withdrawal of stock and assets by owner.
Balance day adjustments may include:	• accrued expenses • depreciation • doubtful debts • prepaid expenses • revenue received in advance.
Reports may include:	• aged payables and reconciliation • aged receivables and reconciliation • asset listing • auditable transaction trail • balance sheet • bank reconciliation • business activity statement • customer statements • inventory listing • profit and loss.
Subsidiary ledgers may include:	• accounts payable • accounts receivable • fixed assets • inventory.

Unit Sector(s)

Unit sector	Accounting

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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Co-requisite units		

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

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    - rate, ratio and depth of compressions and ventilations
    - correct hand positioning for compressions
    - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
    - allergic reaction
    - anaphylaxis
    - asthma
    - non-life-threatening and life-threatening bleeding
    - burns
    - cardiac conditions, including chest pain
    - choking
    - diabetes
    - drowning
    - envenomation - all current treatments
    - eye injuries
    - fractures, dislocations, strains and sprains
    - head, neck and spinal injuries
    - hypothermia
    - hyperthermia
    - minor wounds
    - nose-bleed
    - poisoning
    - seizures
    - shock
    - sharps injuries
    - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTNA303D Plan and modify meals and menus according to nutrition care plans

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA303C Plan and modify meals and menus according to nutrition care plans	HLTNA303D Plan and modify meals and menus according to nutrition care plans	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to develop meals and menus to meet the nutrition requirements of specific client groups

Application of the Unit

Application

This work is undertaken under the direction of a dietitian

Work performed requires a range of well developed skills where some discretion and judgement is required

Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify *conditions requiring a nutrition care plan* most commonly encountered by the client group	1.1 Identify food service systems 1.2 Identify the conditions commonly encountered by the client group requiring a nutrition care plan or dietary modification 1.3 Identify *nutrient imbalance* contributing to common lifestyle diseases and disorders 1.4 Identify dietary factors associated with common lifestyle diseases/diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies
2. Identify the special nutritional and dietary needs of client groups	2.1 Identify special nutritional and dietary needs for conditions encountered by the client group 2.2 Report identified dietary and nutrition needs to the dietitian
3. Develop or modify meals and menus to meet the *special*	3.1 Plan and modify meals and menus to meet the nutritional and dietary needs of the client group, using

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ELEMENT	PERFORMANCE CRITERIA
nutritional and dietary needs of client groups	standard guidelines 3.2 Assess meals and menus for their suitability for *texture modification* to meet special nutritional and dietary needs, using standard guidelines 3.3 Consult with dietitian about the special nutritional and dietary needs of client groups 3.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using standard guidelines
4. Plan meals to meet the *nutritional needs of 'at risk' groups*	4.1 Identify *groups 'at* risk' of nutritional deficiencies 4.2 Identify the nutritional needs of 'at risk' groups, and note the differences to 'well' population 4.3 Plan meals to meet the nutritional needs of 'at risk' groups

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systemsPlanning and evaluating meals and menus
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in

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accordance with relevant state/territory/national legislation
- Other relevant dietary guidelines
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate constructively with clients and other staff to ensure best service
- Identify and assist in developing a care plan for particular client groups
- Modify meals and menus according to specific nutritional and dietary needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate safe food handling practices
- Plan and evaluate meals and menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Consistency of performance should be demonstrated over the required range of workplace situations

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Concurrent assessment and relationship with other competency units:	This unit can be assessed independently, however it may be assessed in conjunction with: • HLTNA301B Provide assistance to nutrition and dietetic services • HLTNA304C Plan meals and menus to meet cultural and religious needs

Context of and specific resources for assessment:	• Assessment should replicate workplace conditions as far as possible
	• Simulations may be used to represent workplace conditions as closely as possible
	• Resources essential for assessment include:
	  • food safety and HACCP procedure manuals
	  • manufacturers' manuals and recommendations for equipment
	  • food packaging and storage requirements
	  • WHS, cultural diversity and other relevant legislation
	  • work plan
	  • enterprise policy, mission statements, procedures

Method of assessment	• Observation in the work place (if possible) • Written assignments/projects • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice • Questioning
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular

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relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Conditions requiring dietary modification include but are not limited to:

- Acquired brain injury
- Cancer
- Chewing/swallowing difficulties
- Coeliac disease
- Constipation
- Diabetes
- Food allergies and intolerance's
- Gastro-intestinal disorders
- Heart disease
- HIV/AIDS
- Hypertension
- Malnutrition
- Overweight and obesity
- Poor dental health
- Renal disease
- Stroke

Other nutrition-related conditions include, for example:

- Absence of teeth or poorly fitting dentures
- Coeliac disease
- Constipation
- Iron deficiency anaemia
- Poor appetite

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RANGE STATEMENT

Nutrient imbalance may include but is not limited to:	• Food intake patterns • High fat and/or cholesterol • Low fibre • Low Kjs • Low fluid • High salt • High sugar • Excess kilojoules
Special dietary needs include but are not limited to	• Allergy/food intolerance diets (e.g. lactose-free) • Fluid diets • Gluten-free • High energy, high protein • Modified energy • Modified fat • Modified fibre • Modified protein • Modified sodium (or more rarely potassium) • Texture modified

Texture modification may include:	• Food textures:
	  • unmodified
	  • texture A (soft)
	  • texture B (minced and moist)
	  • texture C (smooth puree)
	• Thickened fluids:
	  • unmodified fluids (regular)
	  • level 150 (mildly thick)
	  • level 400 (moderately thick)
	  • level 900 (extremely thick)

Nutritional requirements of 'at risk' client groups may include but are not limited to:	• Specific requirements for common lifestyle related diseases/disorders such as diabetes, heart disease, obesity, hypertension, dental caries, and constipation • High energy and/or high protein for those with: • inadequate dietary intake

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RANGE STATEMENT

- poor appetite
- unintentional weight loss
- increased energy needs due to illness

- Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules

'At risk' groups may include but are not limited to:

- Low socio-economic status
- Older persons
- People with disabilities
- Extended care
- Aboriginal and Torres Strait Islander people
- Pregnant women
- Those with acute or chronic diseases/disorders requiring dietary management

Unit Sector(s)

Not Applicable

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ICAICT104A Use digital devices

Modification History

Version	Comments
ICAICT104A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use digital devices in a home or small office environment.

Application of the Unit

This unit applies to workers who require the information technology (IT) literacy skills to use a digital device, such as a digital camera, video camera, or personal digital assistant (PDA) device to support their work in a home office or to work in a small office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold*

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	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Prepare to use the digital device	1.1 Review instruction manual and ensure identified components are available 1.2 Identify the ***physical components*** of the ***digital device*** 1.3 Boot up and follow ***access procedures*** to activate the digital device 1.4 Alter the digital device ***settings*** to best suit intended use 1.5 Configure ***power-management settings*** where appropriate to minimise power consumption as an environmentally sustainable measure
2. Set up and use the digital device	2.1 Identify and set the basic operating and menu settings 2.2 Navigate and manipulate the screen environment 2.3 Customise screen icons and access to applications where applicable 2.4 Use the digital device, and save and edit output where applicable 2.5 Identify more ***advanced features*** available and use as required
3. Access and use basic connectivity devices	3.1 Connect to external digital devices, such as ***computer devices*** or ***storage devices***, to retrieve, copy, move and save information 3.2 Check physical ***connectivity*** of computer devices or storage devices to ensure operation and performance 3.3 Connect to a printer either through a computer device or directly and use ***printer settings*** and print data 3.4 Access ***audiovisual devices*** to view and play a multimedia file
4. Shut down digital device	4.1 Save current work and back up important data 4.2 Close open programs on the digital device and any computer device or storage device

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	4.3 Shut down digital devices, according to manufacturer instructions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - read and write basic workplace documents
  - seek assistance and expert advice
- literacy skills to interpret user manuals and help functions
- technical skills to:
  - access and use audiovisual devices
  - apply power-management settings
  - back up and save information
  - connect and use peripheral devices
  - input user access details for accessing a personal computer (PC), possibly a networked environment
  - manage mouse (button usage) for different applications
  - navigate a digital graphical user interface (GUI)
  - save and move files to various locations
  - use a keyboard.

Required knowledge

- audiovisual devices
- basic security functions
- basic software operation and associated applications
- digital device functions
- digital device settings
- peripheral devices
- storage devices.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use a digital device • use menu features and navigate around a GUI interface • use device features to perform tasks • save results of work.
Context of and specific resources for assessment	Assessment must ensure access to: • digital device • computer device • storage device • printer • use of device-specific application currently used in industry • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of digital device operations • direct observation of candidate performing basic device-relevant practical skills • direct observation of candidate performing a sequence of routine tasks following clear directions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required

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	knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Physical components may include:	• attachable keyboard • attachable monitor • batteries • casings • lens • memory card • mouse • stylus pen.
Digital device may include:	• audiovisual device • digital camera • external memory device • multi-card reader and writer • PDA and MP3 player • Smartphone • tablet • video camera.
Access procedures may include:	• fingerscan • smartcard • user name and password.

Settings may include:	• automated versus manual settings
	• screen settings:
	  • brightness
	  • colour
	  • contrast
	• shortcut keys or modes
	• standard versus configured settings.

Power-management settings after a period of	• automatic power off • hibernation settings

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non-use may include:	• monitor power saver settings.
Advanced features may include:	• advanced operations • customising standard settings • integrating with other devices.
Computer devices may include:	• tablet • laptop • notebook • PDA • PC.

Storage devices may include:	• disks:
	  • CD
	  • DVD
	  • blu-ray
	• flash drives
	• server
	• solid-state hard drives
	• virtual devices.

Connectivity may include:	• audiovisual
	• cable, wireless, infra-red or Bluetooth
	• internal or via universal serial bus (USB) dongle
	• network or stand-alone computer
	• ports:
	  • Firewire
	  • high definition multimedia interface (HDMI)
	  • printer
	  • USB.

Printer settings may include:	• cartridge type • layout • number of copies • orientation • paper size • paper tray.
Audiovisual devices may include:	• data projector • external monitor • headset • microphone • speakers • webcam or digital camera.

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Unit Sector(s)

General ICT

Custom Content Section

Not applicable.

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ICAWEB201A Use social media tools for collaboration and engagement

Modification History

Version	Comments
ICAWEB201A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish a social networking presence using social media tools and applications.

The unit specifically identifies the requirement to review, compare and use different types of social networking tools and applications.

Application of the Unit

This unit applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment using social media tools and applications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Describe different types of social media tools and applications	1.1 Explain characteristics of the term ***social media***
	1.2 Identify different types of ***social-media tools and applications***
	1.3 Illustrate some of the ***issues*** associated with the use of social media tools and applications
2. Compare different types of social media tools and applications	2.1 Select one social media type for review
	2.2 Review most popular tools and applications within that social media type
	2.3 Itemise benefits across a range of the most popular tools and applications
	2.4 Select most appropriate social media tool or application
3. Set up and use popular social media tools and applications	3.1 Identify social media tools and applications for possible implementation
	3.2 Initiate preferred social media tools and applications for use
	3.3 Establish social media interface using ***text and file content***
	3.4 Initiate ***social networking*** interaction
	3.5 Test and evaluate tools and applications for ***ease of use***
	3.6 Present findings

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user online manuals and help functions
  - read and write basic documents and instructions
- problem-solving skills to address problems when using applications
- technical skills to:
  - access the internet
  - operate a personal computer (PC) and printer
  - to enter text and numerical data
  - use social media application packages.

Required knowledge

- basic technical terminology in relation to social networking and social media applications and tools
- basic knowledge of uploading images, text files, PDF files, audio files, video files and link associated files
- features and functions of social media applications
- import and export software functions
- linking documents
- OHS principles and responsibilities for ergonomics, including work periods and breaks
- tagging to facilitate collaborative folksonomy
- social media applications and procedures for connecting to social networking sites
- use of input and output devices
- use of RSS feeds to connect a social network.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify different types of social media tools and applications, and issues associated with their use • access the internet, set up a social networking presence and upload and link a wide variety of files

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	• use OHS principles and responsibilities for ergonomics, such as work periods and breaks.
Context of and specific resources for assessment	Assessment must ensure access to: • PC and printer • internet • social-media tools and applications • online instructional documents • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of types of social media tools and applications, and social-networking sites • direct observation of candidate accessing and interacting with a variety of social-networking sites • review of social-media tools and application evaluations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Social media may include:	• web applications that facilitate:
	  • information sharing
	  • interoperability
	  • user-centred design.

Social-media tools and applications may include:	• blogs
	• folksonomies
	• hosted services
	• mashups
	• social networking sites:
	  • YouTube
	  • Flickr
	  • Facebook
	  • Twitter
	• video sharing sites
	• web applications
	• wikis.

Issues may include:	• copyright • privacy • security • trust.

Text and file content may include:	• applications, including:
	  • .exe
	  • .pdf
	  • .ppt
	  • .rtf
	  • .zip
	• audio, including:
	  • .mid
	  • .mp3
	  • .wav
	• graphics, including:
	  • .bmp
	  • .gif
	  • .jpg
	  • .swf
	  • .tif
	• text, including:
	  • .htm
	  • .txt
	• video, including:

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	• .avi • .mov • .mpg • web, including: • .asp • .xml.
Social networking is being connected by one or more specific types of interdependency, such as:	• common interest • financial exchange • knowledge • personal relationships • prestige • relationships of beliefs.
Ease of use may include:	• affordability • desirable features for an online presence: • bulletin boards • direct mailing to customers • online forums • selling of products online • ease of communications • flexibility for placement of text, links and images • reasons for an external online presence: • communication with potential customers • promotion of products and services • recruitment of volunteers and new staff • reasons for an internal online presence: • regular staff communications • enterprise cohesion • display of staff achievements • reliability • set-up ease.

Unit Sector(s)

Web

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MEM18001C Use hand tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand tools for a variety of general engineering applications.

Application of the Unit

Application of the unit	Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools. This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used. When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use hand tools	1.1. Hand tools are selected appropriate to the task requirements. 1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use. 1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	operational procedures, principles and techniques. 1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting hand tools appropriate to the task • using hand tools safely • identifying hand tool defects and marking for repair • maintaining/sharpening hand tools using appropriate techniques • storing hand tools in accordance with manufacturers'/standard operating procedures
Required knowledge
Look for evidence that confirms knowledge of: • applications of different hand tools in a general engineering context • common faults and/or defects in hand tools • procedures for marking unsafe or faulty tools for repair • routine maintenance requirements for a range of hand tools • storage location and procedures for a range of hand tools • hazards and control measures associated with using hand tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Hand tools	Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types
Job specifications	Finish, tension, size or shape etc.
Routine maintenance	Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Maintenance and diagnostics

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MEM18002B Use power tools/hand held operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.

Application of the Unit

Application of the unit	This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape. This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc. For using hand tools, see Unit MEM18001C (Use hand tools). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use power tools	1.1. Power tools are selected appropriate to the task requirements. 1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures. 1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	workplace procedures, principles and techniques. 1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting power tools appropriate to the task • using power tools safely • using clamping/securing devices • identifying power tool defects • maintaining power tools using appropriate techniques • sharpening tools/tool bits within the scope of this unit • storing power tools according to manufacturers'/ standard operating procedures.
Required knowledge
Look for evidence that confirms knowledge of: • application of different power tools • clamping/securing methods • adjustments/alignments to a range of power tools • common faults and/or defects in power tools • procedures for marking unsafe or faulty power tools for repair • routine maintenance requirements of a range of power tools • tool sharpening techniques for a range of power tools • storage location and procedures of a range of power tools • hazards/control measures associated with power tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use power tools/hand held operations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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EVIDENCE GUIDE	
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Power tools	Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders
Clamping	Multigrips, vices, jigs and fixtures, clamps etc.
Job specifications	Finish, size or shape etc.
Operational maintenance	Hand sharpening, cleaning, lubricating, tightening Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

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MSS405070A Develop and manage sustainable energy practices

Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.

Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse energy use	1.1	Identify all energy consuming processes
		1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	Develop energy conservation plans	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Determine benefit/cost of plans
3	Develop energy trading plans	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities

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		3.3	Develop plans for energy trading
		3.4	Determine benefit/cost of plans
4	Investigate alternative sources of energy	4.1	Develop a specification for energy required
		4.2	Identify a range of sources for that energy
		4.3	Determine benefit/cost for alternative energy sources
5	Develop plans for more efficient energy use	5.1	Compare benefit/costs for different alternatives developed
		5.2	Rank proposals based on benefit/cost compare to limited resources
		5.3	Check proposals meet regulatory requirements
		5.4	Recommend proposals for improving energy efficiency
6	Implement selected plans	6.1	Liaise with relevant people to implement energy efficiency plans
		6.2	Follow through to ensure implementation occurs
		6.3	Monitor implementation and make adjustments, as required
		6.4	Check new energy usage to ensure improvements have occurred

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

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- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • gather appropriate data to allow energy analyses • categorise energy use into necessary use and waste • develop options for energy reduction including

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	presenting of alternatives and benefit/cost analyses • develop strategies and plans for energy use and monitor implementation.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise

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	• the work organisation, culture, regulatory environment and the industry sector
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Necessary waste	Necessary waste is: • any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed
Unnecessary waste	Unnecessary waste is: • any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical
Energy	Energy includes: • all sources of energy used by the process be it electricity, gas or mobile transport fuel The uses of the energy will also be potentially wide and include: • heating and cooling • moving materials (e.g. pumps and conveyors) • modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing) • generating pressure/vacuum or providing motive power for equipment and transport
Energy trading	Energy trading means both formal trading where the organisation investigates alternatives to:

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	• the buying of energy through alternative suppliers and tender processes • selling of excess energy produced by the organisation to energy companies or other producers and • internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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PUAPOLGD015A Employ media strategies

Modification History

PUAPOLGD015A Release 3: Unit Descriptor revised.

PUAPOLGD015A Release 2: Layout adjusted. No changes to content.

PUAPOLGD015A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to employ media strategies to enhance work outcomes.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Media strategies may be used for a range of reasons including to increase community confidence or to seek information from witnesses to events.

This unit applies to people required to effectively employ media strategies in a work context. It requires the purpose for media involvement and potential media interest in the information to be balanced with legal, operational and organisational requirements. It also requires a planned release of authorised, relevant information in an appropriate format.

In liaising with the media, this unit requires the establishment of an effective relationship with media personnel, compliance with organisational protocols and the maintenance of a positive organisational image at all times.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine media involvement	1.1 Purpose of ***media*** involvement is identified and recorded in ***relevant documents*** as appropriate
	1.2 Media's potential interest is assessed to determine the ***type of information*** to be released
	1.3 ***Legal***, ***operational and organisational responsibilities*** are balanced against providing information to the media
2. Provide information to the media	2.1 Release of information is planned to avoid the release of unauthorised information
	2.2 ***Relevant and succinct information*** is supplied to the media in accordance with organisational policies and guidelines
3. Liaise with media	3.1 Relationship is established with the media that facilitates the release of information as planned
	3.2 ***Positive image of the organisation*** is maintained when dealing and/or corresponding with the media
	3.3 ***Organisational protocols*** are followed when liaising with the media

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attend to detail
- communicate facts in a fluent, clear and interesting manner
- liaise with media and other organisational personnel

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- make media presentations
- prioritise between operational responsibilities and provision of information to media
- retain professionalism under duress
- show empathy with victims and operational personnel
- undertake public speaking as required

Required Knowledge

- communication techniques
- establishing media relationships
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational protocols relating to media liaison, such as legal and organisational requirement relating to confidentiality, disclosure, libel, accuracy, discrimination
- requirements of media to present information in a newsworthy/informative manner
- role of media in disseminating information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify, select and use various media strategies suited to specific instances
- communicate authorised information to the media accurately and in accordance with relevant jurisdictional policies and procedures
- liaise with the media portraying a positive image of the organisation within established organisational protocols

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work

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practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Media includes:

- Community and ethnic television
- Internal media teams/units
- Mainstream media
- Print and broadcast media

Relevant documents may include:

- Email or other correspondence to internal media teams/units
- Investigation plan
- Media release forms

Type of information may include:

- Content of information to be released (who, what, when, where)
- Format of information to be released (text, video footage, photos and other relevant forms)

Legal, operational and

- Ensuring the accuracy of the content

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organisational responsibilities may include:	• Presenting information relevant to the public • Preserving life and property, which is the principal concern to all public • Safety personnel • Understanding the legal implications of releasing information
Relevant and succinct information may include:	• Information that according to protocol is available for public release • Information that matches the purpose of media involvement • Not supplying classified information • Providing information that is fascinating or appealing to the public • Reporting facts and avoiding speculation • Using language that can be readily understood by all to avoid misinterpretation
Positive image of the organisation may include:	• Cooperative and responsive organisational personnel • Handling media in most positive manner in even the most adverse conditions/circumstances • Heroic actions of personnel • Promoting the relevance and efficiency of the service • Reporting facts • Well presented organisational personnel
Organisational protocols may include:	• Acknowledging support of other organisations • Ensuring media liaison person is fully briefed and prepared • Ensuring personal presentation is as presentable as possible considering • Limiting comments on role of own service • Operational circumstances • Organisational policies and procedures • Referring to relevant federal and state/territory legislation and regulations • Seeking advice from headquarters where appropriate

Unit Sector(s)

Not applicable.

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PUAWER004B Respond to workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to all personnel within an organisation, within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to recognise, report and take action during workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed. 1.2 Emergency resources in the workplace are identified and located. 1.3 ***Emergency response exercises*** are participated in according to workplace emergency procedures.
2. Report emergencies and potential emergencies	2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures. 2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures.
3. Respond to emergency warnings and advice	3.1 ***Emergency warnings*** and advice are responded to according to workplace emergency procedures. 3.2 ***Instructions*** from emergency control response personnel are complied with during an emergency. 3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear.
4. Evacuate from the work area	4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures. 4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of

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ELEMENT	PERFORMANCE CRITERIA
	the emergency. 4.3 Area of danger is evacuated according to workplace emergency procedures. 4.4 Where it is safe to do so, assistance is provided to ***people who may require assistance.*** 4.5 Evacuation procedures and instructions from emergency control organisation or ***emergency response personnel*** are followed. 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered. 4.7 Communication systems are used according to workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency
- adhere to documented workplace emergency procedures

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency response exercises may include

- briefings
- debriefings
- emergency exercises, simulations and reviews
- table/desk top exercises

Emergency warnings may include

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms

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People who may require assistance may include	• verbal alert • babies and children • people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response • people from diverse cultural and linguistic backgrounds • people who are injured • people who are not able to comprehend the instructions given • pregnant women • the elderly
Emergency response personnel may include	• emergency control organisation members • counsellors • emergency response team members • police, fire and emergency services • peer support • recovery team

Unit Sector(s)

Not applicable.

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RIISAM204B Operate small plant and equipment

Modification History

Not applicable.

Unit Descriptor

This unit covers the operating of a range of small plant and equipment in resources and infrastructure industries. It includes the planning and preparation for work, the conducting of pre-operational checks, the use of the plant and/or equipment, and carrying out operator maintenance and cleaning up.

Application of the Unit

This unit is appropriate for those working in operational, service and maintenance roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to operate small plant and equipment 1.2. Obtain, confirm and apply ***work instructions*** for the allotted task 1.3. Obtain, confirm and apply to the allotted task ***safety requirements*** from the site safety plan and organisational policies and procedures 1.4. Select plant, tools and equipment to carry out tasks are consistent with the requirements of the job 1.5. Identify, confirm and apply to the allotted task ***environmental protection requirements*** from the project environmental management plan
2. Conduct pre-operational checks	2.1. Select fuel and lubricants according to manufacturer's specifications 2.2. Check and adjust fuel, oil, hydraulic fluid and water levels according to manufacturer's manual 2.3. Secure/tighten and maintain bolts, nuts, guards and attachment couplings in accordance with manufacturer's instructions 2.4. Check and adjust function of controls and gauges where necessary to comply with manufacturer's manual 2.5. Conduct standard start-up and shutdown procedures according to requirements of operator's manual
3. Use small plant and equipment	3.1. Identify site hazards associated with ***small plant and equipment*** operations and establish appropriate controls in accordance with the requirements of the site safety plan 3.2. Identify and apply operating techniques for small plant and equipment to achieve optimum output in accordance with

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	manufacture's design specifications while maintaining specified tolerances 3.3. Operate machine to produce results within design specifications to meet specified tolerances 3.4. Safely locate plant and equipment when not in immediate use
4. Carry out operator maintenance	4.1. Shutdown plant/equipment and prepare it for ***maintenance*** as per manufacturer's manual and organisational requirements 4.2. Conduct inspection and fault finding in accordance with the manufacture's specifications and/or organisational requirements 4.3. Remove and replace defective parts safely and effectively according to manufacturer's manual and organisational requirements 4.4. Carry out regular programmed maintenance tasks in accordance with the manufacturer's and/or organisational requirements
5. Clean up	5.1. Clear work area and dispose of or recycle ***materials*** in accordance with project environmental management plan 5.2. Clean, check, maintain and store plant, equipment and tools in accordance with manufacturer's recommendations and standard work practices

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to operate small plant and equipment: • apply legislative, organisation and site requirements and procedures • apply clear and direct speaking and active listening skills • apply teamwork to a range of situations, particularly in a safety context

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• apply problem solving techniques, particularly in teams and in dealing with safety issues • interpret and apply information • show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work placements • manage time, particularly in organising priorities and planning work • take responsibility for self organisation of work priorities • use a range of mediums to learn
Required knowledge
Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to operate small plant and equipment : • small plant and equipment types, characteristics, technical capabilities and limitations • basic soil types and characteristics • site and equipment safety requirements • small plant and equipment operating techniques related to essential tasks • operational, maintenance and basic diagnostic procedures • site isolation and traffic control responsibilities and authorities • materials safety data sheets (MSDS)and materials handling methods • project quality requirements • industry and site specific terminology • JSA's/Safe work method statement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions to operate small plant and

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	equipment • implementation of requirements, procedures and techniques for the safe, effective and efficient operating of small plants and equipment • working with others to operate small plants and equipment that meets all of the required outcomes • consistent timely operating of small plants and equipment that safely, effectively and efficiently meets the required outcomes
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • Where applicable, physical resources should include equipment modified for people with disabilities. • Access must be provided to appropriate learning and/or assessment support when required.
Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required

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	knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistently achieving the required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to operate small plants and equipment

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

Relevant compliance documentation may include:	• legislative, organisation and site requirements and procedures • manufacturer’s guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Work instructions may include:	• verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, materials safety data sheets (MSDS) and diagrams or sketches • plans and specifications • quality requirements, including dimensions, tolerances, standards of work and material standards • safe work procedures related to the operation of small plant and equipment on construction sites
Safety requirements may	• protective clothing and equipment

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include:	• use of tools and equipment • workplace environment and safety • handling of materials • use of fire fighting equipment • use of First Aid equipment • hazards and risks control, including: • uneven/unstable terrain • trees • fires • overhead and underground services • bridges • buildings • traffic • embankments • excavations and cuttings • structures and • hazardous materials and substances • safe operating procedures • underground and overhead services • other machines • personnel restricted access barriers • traffic control • working at heights • working in proximity to others • worksite visitors and • the public • emergency procedures, including: • emergency shutdown and stopping • extinguishing equipment fires • organisational First Aid requirements and • evacuation
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise, vibration and dust management and • clean-up management
Small plant and equipment must include Power Sources and at least three other categories. These may include but are not limited to:	Power Sources include: • generator • compressor • inverter

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	• solar Compaction equipment may include: • plate compactor • pedestrian roller • wacker • packer • tamper) Concrete equipment may include: • concrete mixer • batcher • vibration • trowelling machine (helicopter) Excavation equipment may include: • mini loader (dingo) • jackhammer • posthole borer • pedestrian trencher • Cutting equipment may include: • masonry saw • construction saw • band saw Maintenance equipment may include: • mower • brushcutter • mulcher Water equipment may include: • pump • spear • pressure cleaner Lighting equipment may include: • mobile lighting plant Lifting and materials handling • pedestrian forklift • pallet trolleys • hoist Traffic Management may include: • mobile variable message sign

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Operator maintenance is to include:	• cleaning • authorised servicing • the monitoring, recording and reporting of faults
Operator maintenance may also include:	• the conduct of authorised minor replacements
Materials may include:	• water • clays, silts, stone, gravel, mud, rock sand, topsoil • bituminous mixes • timber • fuels and oils • power leads • replacement parts and consumables

Unit Sector(s)

Service and Maintenance

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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SIRRRPK006A Recommend liquor products

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to provide advice to customers with regard to the characteristics of liquor products according to relevant legislation.

Application of the Unit

This unit applies to frontline service personnel. It involves researching store liquor range, and providing advice to customers and other sales staff on a range of liquor products, their characteristics, storage and serving. It also includes the application of current legislation governing the sale of liquor.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research store liquor range.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information***. 1.2. Identify ***store liquor range***.
2. Recommend liquor products.	2.1. Apply product knowledge to advise ***customers*** and ***other staff*** on available liquor products. 2.2. Convey ***wine information*** to customers. 2.3. Advise customers regarding available range of beers, their shelf life and alcohol content. 2.4. Identify ***spirits, liqueurs and mixers*** according to ***product information*** to assist customer purchasing decisions. 2.5. Promote house brands, specials and new lines to customers, according to ***store policy and procedures***. 2.6. Promote, quote on and arrange ***store services*** for customers on request.
3. Adhere to liquor licensing requirements.	3.1. Request proof of age and refuse service if applicable. 3.2. Identify intoxicated customers and refuse service, according to store policy and ***legislative requirements***. 3.3. Observe store trading hours and maintain records of purchases, according to liquor licensing requirements and store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

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- interpersonal skills to:
  - apply product knowledge by providing information and advice to customers and staff
  - make recommendations and advise on services through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - handle customers with special needs, including difficult or abusive, intoxicated and under-age customers
- organising skills to provide liquor services to customers in a efficient manner
- literacy skills to:
  - interpret product information
  - interpret store policy and procedures
- numeracy skills in regard to pricing and estimation of quantities

Required knowledge

- store policy and procedures in regard to:
  - sales and customer service
  - methods of dealing with special needs or requests of customers
  - customer complaints
  - the sale of liquor products
  - allocated duties and responsibilities
  - stock availability
  - store liquor product range, including specials, house lines, new lines and seasonal promotions
  - store product services
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant state or territory legislation and statutory requirements, including:
  - consumer law
  - liquor licensing requirements
  - proof of age
  - store trading hours

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • continually updates and applies product knowledge about current store liquor products contained in store manuals and manufacturer product labels to provide comprehensive advice to customers and staff • consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures and store trading hours • understands and applies store policy and procedures and consumer law and liquor licensing requirements, including record keeping • advises customers and informs sales team members of major characteristics of store range of liquor products, including style, type, fermentation method, regional vintages and their characteristics, basic production methods and storage requirements • advises customers on store liquor services available to customers, including home delivery.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant sources of product information
	• relevant documentation, such as:
	  • store policy and procedures manuals
	  • industry codes of practice and relevant legislation
	  • WHS legislation and codes of practice
	• an appropriate range of liquor products and services
	• a range of customers with different requirements.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Assessment with the co-requisite unit of competency SITHFAB009A Provide responsible service of alcohol, unless previously completed, is required. Holistic assessment with other units relevant to the industry sector, workplace and job role is also

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recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:
- liquor product identification
- uses for liquor products
- basic production method
- alcohol content
- handling and storage.

Relevant sources of information may include:
- store or supplier product manuals
- sales representatives
- videos
- tastings
- product labels
- wine shows
- internet
- other staff.

Store liquor range may include:
- wines
- spirits
- beers
- liqueurs
- premixed drinks
- mixers
- local goods
- imported goods.

Customers may include:
- new or repeat contacts
- external and internal contacts
- business customers or individuals
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Other staff may include:
- new or existing staff
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

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Wine information may include:	• style • grape variety • region • vintages • fermentation method • storage requirements • wine and food combinations.
Spirits, ***liqueurs and mixers*** may be differentiated by:	• style • type • regional vintages • brands • basic production methods • price.
Product information may include:	• brand • type • style • basic production methods • regional origin • vintages • features • price.
Store policy and procedures in regard to:	• selling liquor products • interaction with customers • processing customer orders.
Store services may include:	• special occasion catering • tastings • hire or loan of glassware and other accessories • liquor delivery.
Legislative requirements may include:	• consumer law • liquor licensing requirements • proof of age • store trading hours.

Unit Sector(s)

Retail

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Competency field

Product Knowledge

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SIRXMER201 Merchandise products

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit

This unit applies to frontline retail personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Place and arrange merchandise.	1.1. Unpack ***merchandise*** according to ***store policy and procedures*** and ***legislative requirements***. 1.2. Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements. 1.3. ***Display*** merchandise to achieve a balanced, fully-stocked appearance and promote sales. 1.4. Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures. 1.5. Place stock range in line with fixtures, ticketing, prices and bar codes. 1.6. Rotate stock according to stock requirements and store procedure. 1.7. Ensure stock presentation conforms to special ***handling techniques*** and other ***safety requirements***.
2. Prepare and apply labels and tickets.	2.1. Prepare ***labels and tickets*** for window, wall or floor displays according to store policy. 2.2. Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures. 2.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures. 2.4. Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures. 2.5. Place labels and tickets visibly and correctly on merchandise. 2.6. Replace labels and tickets according to store policy.
3. Maintain displays.	3.1. Reset or dismantle unsuitable or out-of-date displays and ***special promotion areas*** as directed. 3.2. Assist supervisor in selection of merchandise for display. 3.3. Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures. 3.4. Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and

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	legislative requirements. 3.5. Identify optimum stock levels and replenish stock according to store policy. 3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
4. Protect merchandise.	4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - read and interpret store procedures and guidelines
  - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

Required knowledge

- store policies and procedures in regard to:
  - availability and use of display materials
  - correct storage of stock
  - correct storage procedures for labelling and ticketing equipment and materials
  - location of display areas
  - merchandise range
  - merchandising, ticketing and pricing of stock
  - scheduling for building or rotating displays
  - stock replenishment
  - stock rotation
  - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
  - manual handling
  - hygiene and sanitation

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  - hazardous substances
  - labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props

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- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and WHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative

- pricing requirements, including GST requirements

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requirements may include:	• industry codes of practice • discounted items • Australian Consumer law.
Display may include:	• setting new displays • maintaining existing displays.
Handling techniques may vary according to:	• stock characteristics • store policy • legislative requirements • industry codes of practice.
Safety requirements may relate to:	• transport, storage and handling of goods • hazardous substances • labelling of workplace substances.
Preparation of ***labels and tickets*** may involve:	• pricing gun • shelf tickets • shelf talkers • written labels • swing ticketing • bar coding • price boards • header boards.
Special promotion areas may be:	• permanent or temporary • interior or exterior • publicly accessible • windows • shelves • wall fixtures • on floor.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXRSK201 Minimise loss

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXRSK001A Minimise theft. Content and element added regarding using stock effectively.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment.

It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behaviour to relevant personnel; and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Application of the Unit

This unit applies to frontline service personnel who are required to contribute to store security by applying routine procedures under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply routine store security.	1.1. Apply store ***security systems and procedures*** according to store policy. 1.2. Handle and secure cash according to ***store policy and procedures***. 1.3. Observe and deal with suspicious behaviour of customers according to store policy and ***legislative requirements***. 1.4. Deal with internal and external theft, according to store policy and legislative requirements. 1.5. Store products and equipment in a secure manner according to store policy and procedures.
2. Minimise theft.	2.1. Take appropriate action to minimise theft by applying store procedures and legislative requirements. 2.2. Match merchandise to correct price tags according to store procedures. 2.3. Maintain surveillance of merchandise according to store policy and ***legislative requirements***. 2.4. Check customers' bags as required at point of sale according to store policy and legislative requirements. 2.5. Maintain security of cash, cash register and keys according to store policy. 2.6. Maintain security of stock, cash and equipment in regard to customers, ***staff*** and outside contractors according to store policy and legislative requirements. 2.7. Deal with suspected or potential thieves according to store policy and procedures.
3. Use stock efficiently.	3.1. Handle and store stock to minimise loss through damage or deterioration. 3.2. Ensure effective stock rotation to minimise stock loss through wastage. 3.3. Ensure correct stock amounts are prepared for individual transactions to minimise stock loss from over-supply.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to relate positively to customers while conducting routine security procedures, such as bag checking
- literacy and numeracy skills to:
  - count or measure stock
  - interpret manufacturer handling and storage instructions and store procedures
  - handle cash
  - record stolen items
  - report theft
- observation skills to identify suspicious behaviour
- technical skills to manually handle and store stock

Required knowledge

- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances
- security procedures relating to cash and non-cash transactions
- store policy and procedures in regard to:
  - checking customers' bags and purchases
  - counting, measuring and weighing stock
  - dealing with suspicious behaviour and actual theft
  - handling and storage of stock
  - reporting problems and faults
  - security
  - stock rotation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- applies store policy and procedures in regard to following

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	security procedures and reporting theft or suspicious behaviour to relevant personnel • monitors stock, work area, customers and staff to minimise opportunities for theft.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• relevant documentation, such as:
	  • store policy and procedures manuals
	  • legislation and statutory regulations
	  • industry codes of practice
	  • Australian Consumer Law and fair trading Acts
	• relevant security equipment
	• point-of-sale equipment.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a simulated work environment • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXCCS201 Apply point-of-sale handling procedures • SIRXCCS202 Interact with customers • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXINV001A Perform stock control procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security systems and procedures may deal	• armed hold-up • cash and credit cards

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with:	• customers
	• equipment, including:
	  • alarm systems
	  • mirrors
	  • security tags
	  • video surveillance
	• keys
	• locked and secure areas
	• premises
	• records
	• staff
	• stock
	• visitors, sales representatives, contractors and vendors.

Store policy and procedures may relate to:	• reporting problems and faults • security • surveillance of merchandise.
Legislative requirements may include:	• Australian Consumer Law • awards and agreements • credit law • criminal law • privacy and confidentiality laws • property offences • reporting procedures.
Staff may include:	• full-time, part-time and casual staff • management • other staff members • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

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SIRXSLS002A Advise on products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

This unit applies to team member who develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product and service knowledge.	1.1. Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***. 1.2. Convey product knowledge to other ***staff*** as required. 1.3. Research and apply comparisons between products and services. 1.4. Demonstrate knowledge of competitors' product and service range and ***pricing structure.***
2. Recommend specialised products or services.	2.1. Evaluate merchandise according to ***customer requirements***. 2.2. Demonstrate features and benefits of products and services to ***custome***r to create a buying environment. 2.3. Apply detailed specialised knowledge of product to provide accurate advice to customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - convey product knowledge to staff
  - apply knowledge to provide advice to customers
  - handle difficult customers through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - use a range of communication and electronic equipment
  - access relevant product and service information
  - interpret product information
  - interpret store policies and procedures

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    - record information
- numeracy skills to:
    - estimate and calculate costs relevant to pricing products

Required knowledge

- specialised product knowledge, including:
    - warranties
    - benefits and features
    - shelf life and use-by date
    - storage requirements
    - ingredients or materials contained in product
    - product and ingredient origins
    - care and handling of products
    - corresponding or complementary products and services
    - stock availability
- store and industry manuals and documentation
- stock and merchandise range
- service range
- store policies and procedures including:
    - procedures for taking orders
    - pricing procedures, including GST requirements
- relevant legislation and statutory requirements and industry code of practice relating to the retail industry

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.
Context of and specific	Assessment must ensure access to:

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resources for assessment	• a retail work environment
	• a range of stock and merchandise
	• relevant documentation, such as:
	  • price lists
	  • policy and procedures manuals
	• a range of customers with different requirements
	• a range of communication equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:	• brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price.
Product knowledge may be developed and maintained by:	• accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and

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	pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • WHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

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Unit Sector(s)

Cross-Sector

Competency field

Sales

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SIRXSLS201 Sell products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***. 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

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5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply ***problem solving*** within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional ***sales*** according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Re**quired skills**

- communication and interpersonal skills to:
  - handle difficult customers
  - verbal and non-verbal communication skills to:
    - question, listen and observe
    - overcome objections and close sale
- literacy and numeracy skills to:
  - handle payments for goods
  - read product information
  - read store policies and procedures
  - record information
  - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
  - customer behaviour and cues

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    - customer buying motives
    - demographics, lifestyle and income
    - individual and cultural differences
    - types of customer needs, such as:
        - functional
        - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
    - add-ons and complementary sales
    - closing techniques
    - opening techniques
    - overcoming customer objections
    - recognising buying signals
    - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
    - allocated duties and responsibilities
    - selling products and services and sales performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
Relevant sources of information may include:	• demonstrations • internet • labels • product profiles

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	• staff members • store or supplier product manuals • store tours • videos.
Legislative requirements may include:	• industry codes of practice • liquor laws • lottery legislation • work health and safety (WHS) • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability • features and benefits • price and price reductions • quality.
Problem solving may be affected by:	• resource implications • store policies and procedures.
Sales transactions may be completed:	• face-to-face • online • over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SISCAQU201A Monitor pool water quality

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to continually monitor the water quality of swimming pools and aquatic facilities, take corrective action and record test results.

Application of the Unit

This unit applies to those working as pool attendants or aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work may be carried out under supervision or with some degree of autonomy, depending on the individual situation and job role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be

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consistent with the Evidence Guide.

1. Conduct pool water tests.	1.1. Complete ***routine pool water tests*** according to ***public health regulatory requirements***, ***organisational policies and procedures*** and ***relevant legislation***.
	1.2. Compare and interpret pool water test results with public health regulatory requirements.
	1.3. Report pool water test irregularities to aquatic facility or to service personnel for corrective action.
	1.4. Respond to contamination incidents according to public health regulatory requirements, organisational policies and procedures and relevant legislation.
	1.5. Perform continual visual checks of ***pool water quality*** and initiate corrective actions.
2. Record results.	2.1. Record routine pool water test results according to aquatic facility specifications and public health regulatory requirements.
	2.2. Update swimming pool log according to aquatic facility specifications and organisational policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - report irregularities to aquatic facility or service personnel
  - initiate corrective actions
- problem-solving skills to:
  - conduct a variety of routine pool water tests
  - identify irregularities in results
  - respond to contamination incidents
- planning and organisational skills to conduct regular pool water tests according to facility schedule
- literacy skills to:
  - record pool water test results
  - update swimming pool log
- numeracy skills to identify and interpret routine test results.

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Required knowledge

- legislation and organisational policies and procedures that enable:
  - safe conduct of pool water tests
  - appropriate response to contamination incidents
  - correct maintenance of swimming pool logs
- public health regulatory requirements and aquatic facility specifications for:
  - comparing and interpreting pool water test results
  - recording pool water test results
- pool water chemistry to understand scientific terms related to tests such as pH levels, alkalinity, chlorine, bromine, temperature and calcium hardness
- equipment and resources used for testing pool water quality.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts pool water tests and reports irregularities to aquatic facility or service personnel promptly, according to public health regulatory requirements and organisational policies and procedures • records pool water test results and updates pool log according to organisational policies and procedures and relevant legislation • performs routine visual checks for pool water quality and proposes corrective actions in response to contamination incidents.
Context of and specific resources for assessment	Assessment must ensure conduct of regular pool water tests to monitor water quality over a realistic aquatic facility timeframe. Assessment must also ensure access to: • an aquatic facility with a suitable pool • equipment, resources and pool water testing apparatuses to test water quality • public health regulatory requirements, relevant

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legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate using pool water testing apparatuses and equipment
- oral or written questioning to assess knowledge of the application of routine pool water quality tests
- observation of reading and recording test results
- portfolio of written recordings detailing test irregularities, pool water test results and log updates
- third-party reports from a supervisor detailing the candidate's performance on the job.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS101A Follow occupational health and safety policies

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine pool water tests may include:

- free chlorine
- total bromine
- total chlorine
- combined chlorine
- pH
- alkalinity
- cyanuric acid
- calcium hardness
- total hardness
- temperature.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and

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	drainage by-laws • occupational health and safety act • environment legislation • local government regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment and resources • reporting and record keeping • emergency and risk management procedures.
Relevant legislation may include:	• occupational health and safety • dangerous goods • environment.
Pool water quality may include:	• microbiological • disinfectant • pH • clarity.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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TAEASS301B Contribute to assessment

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency .	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm ***purpose of assessment*** with ***relevant people***
	1.2 Discuss and confirm ***benchmarks for assessment*** with qualified assessor
	1.3 Access, read and clarify ***assessment plan*** with qualified assessor
	1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant ***assessment system policies and procedures;*** organisational, legal and ethical requirements; and other relevant advice on assessment
	2.2 Clarify nominated ***assessment tools*** and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear
	2.3 Discuss and confirm with relevant people ***assessment context,*** including candidate's characteristics and any need for ***reasonable adjustments***
	2.4 Confirm and arrange ***resource requirements*** in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities
	3.2 Use ***assessment instruments*** to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

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	4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence, for future assessment activities

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

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- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

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	(i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	• environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.

Reasonable adjustments may include:	• taking into account candidate's language, literacy and numeracy requirements
	• providing personal support services, such as arranging for:
	  • member of the community to accompany the candidate
	  • reader
	  • interpreter
	  • attendant carer
	  • scribe
	• using adaptive technology or special equipment
	• providing flexible assessment sessions to allow for such things as fatigue or administering of medication
	• format of assessment materials, such as:
	  • in Braille
	  • in first language
	  • use of audiotape or videotape
	• making adjustments to the physical environment
	• revising proposed assessment methods and instruments
	• considering age and gender
	• considering cultural beliefs, traditional practices and religious observances.

Resource requirements may include:	• resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.

Assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples

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	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills

• verbaland non-verbal communication techniques, such as:
  • asking relevant and appropriate questions
  • providing explanations
  • demonstrating
  • using listening skills
  • providing information clearly
• safety skills to implement OHS requirements, by acting and responding safely in order to:
  • identify hazards
  • conduct prestart-up checks if required
  • observe and interpret learner behaviour that may put people at risk
• time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the ***mentoring*** relationship according to organisational procedures 1.2. Establish ***ground rules*** and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with ***legislation***, ***policy and procedures***
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use ***techniques for resolving differences*** without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

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ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the ***mentoring relationship*** with appropriate ***stakeholders*** 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss ***benefits*** gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the ***benefits to the organisation*** according to organisational policy and procedures to improve the mentoring system or program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• planning and time-management skills to mentor in a workplace
• oral communication and language skills to motivate learners
• organisational skills to provide guidance and feedback to individuals
• interpersonal skills to:
  • engage in relationship building, including building trust and maintaining confidentiality
  • respond to diversity, including gender and disability
• communication skills to use a range of communication strategies, including listening, questioning, and giving andreceiving feedback
• initiative and enterprise skills to apply procedures relating to OHS and environmentallegislation in the context of workplace mentoring

Required knowledge
• relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring • training contracts and responsibilities of employer, registered training organisation

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REQUIRED SKILLS AND KNOWLEDGE

(RTO) and funding body
• training plans and responsibilities
• training products and strategies for learning
• mentoring methodologies and strategies
• acceptable behaviour in the mentoring relationship
• equal employment opportunity, equity and diversity principles
• OHS relating to the work role, including:
  • hazards relating to the industry and specific workplace
  • reporting requirements for hazards and incidents
  • specific procedures for work tasks
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

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EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Mentoring may include:	• long-term focus on personal growth and learning
	• wide range of learning oriented to:
	  • support
	  • guidance in personal or career growth
	• relationship, not just a procedure or activity
	• one person professionally assisting the career development of another.

Ground rules may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.

Legislation, ***policy and procedures*** may include:	• commonwealth and state or territory legislation and regulations, such as:
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • OHS legislation
	  • user choice
	• organisational policy, procedures and protocols.

Techniques for resolving differences	• finding a mutually beneficial solution • self-disclosure

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RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
Mentoring relationship may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
Stakeholders may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
Benefits may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TLIB2003A Carry out vehicle servicing and maintenance

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks and maintenance and to ensure that all specified safety requirements are met, and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority.

Work is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to service and maintain a commercial vehicle across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain and service the vehicle systems	1.1 Fluid levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.2 Air levels are checked and adjusted following manufacturers specifications and workplace procedures
	1.3 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance where required in accordance with workplace procedures
	1.4 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment
	1.5 OH&S procedures are followed when carrying out routine servicing and maintenance of a vehicle
2 Carry out minor repairs to a vehicle	2.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturers instructions and workplace procedures
	2.2 Tyres on vehicle are repaired or replaced following workplace procedures and manufacturers instructions
	2.3 Worn brakes are identified and action taken in accordance with workplace procedures and manufacturers specifications
	2.4 The need for more complex maintenance procedures is identified and the problem correctly referred following workplace procedures
3 Diagnose minor vehicle faults and undertake repairs for the safe operation of a vehicle	3.1 Minor faults in the vehicle systems are identified, diagnosed and repaired following manufacturers specifications and workplace procedures
	3.2 Identified faults which create a safety hazard are reported and

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ELEMENT	PERFORMANCE CRITERIA
	appropriate action is taken to remove the vehicle from operation pending repair
4 Complete documentation	4.1 Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant 'duty of care' requirements for the routine servicing and maintenance of vehicles
- Relevant OH&S and pollution control procedures
- Procedures for the checking and routine service and maintenance of a commercial vehicle in accordance with workplace and the manufacturer's requirements and established safety rules and regulations
- Problems that may occur during the routine servicing and maintenance of a vehicle and appropriate action and solutions
- Recognition and diagnosis of faults and vehicle irregularities
- Basic principles of operation of systems on commercial vehicles, including: electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres and brakes
- Basic fault finding procedures required during routine servicing and maintenance of vehicles
- Procedures required to minimise waste during routine servicing and maintenance
- Housekeeping standards required for routine servicing and maintenance
- Procedures for the use and maintenance of the materials, tools and parts required for routine servicing and maintenance
- Reporting and documentation requirements

Required skills:

- Communicate effectively with others when carrying out vehicle servicing and maintenance
- Read and interpret instructions, procedures, information and signs relevant to vehicle servicing and maintenance
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to vehicle servicing and maintenance
- Operate electronic communication equipment to required protocol

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Required skills:

- Work collaboratively with others
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions identified when carrying out vehicle servicing and maintenance in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during vehicle servicing and maintenance
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to vehicle or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of vehicle servicing and maintenance

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

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EVIDENCE GUIDE

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

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

Maintenance may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • in tight or confined spaces, exposed conditions and controlled or open environments • while in a depot, base or warehouse • while in the vehicle on the road • while at a client's workplace
Type of vehicle may include any	• light vehicle

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RANGE STATEMENT

commercial road transport vehicle including:	• heavy vehicle • combination vehicle
Maintenance checks may include:	• routine inspections of vehicle systems • checks prior to operations • checks on completion of operations • checks on completion of maintenance activities
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Minor routine servicing may include:	• topping-up of water levels • replacement of oils • replacement of air in tyres
Environmental hazards may include:	• leaking oil and fuel • defective or inappropriately adjusted exhaust systems • inappropriate disposal of vehicle fluids in drains or sewerage systems
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/records may include:	• workplace routine servicing and maintenance procedures, checklists and instructions • relevant state/territory roads and traffic authority vehicle maintenance regulations • maintenance checklists and records • vehicle manufacturers instructions, specifications and recommended procedures • precautions and procedures to be adopted to protect the environment when servicing and maintaining vehicles • OH&S procedures to be followed when servicing and maintaining vehicles
Applicable regulations and legislation may include:	• relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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TLIC1051A Operate commercial vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate commercial vehicles safely. It includes the monitoring of traffic and associated equipment and, management of vehicle condition, and performance and effective management of hazardous situations. Licensing, legislative, regulatory or certification requirements are applicable to this unit. Provisional car licence must be held prior to commencement of this unit of competency.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle across a variety of job roles.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate commercial vehicle	1.1 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.2 Driving hazards are identified and/or anticipated and avoided 1.3 Vehicle lights and indicators are used in accordance with traffic regulations and manufacturers instructions 1.4 The vehicle is secured in accordance with manufacturers specifications, traffic regulations and workplace procedures 1.5 Appropriate procedures are followed in the event of a driving emergency 1.6 The behaviours displayed by operators towards other road users is appropriately aligned with workplace procedures 1.7 Vehicle positioning and movement are convenient and safe for loading and unloading in accordance with regulatory and workplace instruction 1.8 All associated equipment is operated in accordance with manufacturers and workplace instructions
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations 2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance and safety is maintained through pre-operational inspections and checks of the vehicle 3.2 Performance and efficiency of vehicle operation is monitored during use

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ELEMENT	PERFORMANCE CRITERIA
	3.3 The vehicle is driven in a manner that incorporates eco driving principles
	3.4 Defective or irregular performance or malfunctions are repaired as a minor repair or reported to the appropriate authority
	3.5 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental/emissions procedures and regulations
- Vehicle controls, instruments and indicators and their use
- Vehicle handling procedures
- Workplace driving and operational instructions
- Driving hazards and related defensive driving techniques
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Map reading and road navigation techniques
- Factors which may cause traffic delays and diversions, and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

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Required skills:

- Communicate effectively with others when driving a commercial vehicle
- Read and interpret instructions, procedures, information and signs relevant to the driving of a commercial vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a commercial vehicle
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a commercial vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a commercial vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may occur when driving a commercial vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a commercial vehicle
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Monitor performance of vehicle and take appropriate action where required
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:

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EVIDENCE GUIDE

unit	• applying the underpinning knowledge and skills • demonstrating operation of a commercial vehicle and its associated equipment • demonstrating a theory and practical understanding of driving principles • demonstrating an understanding of possible associated equipment for commercial vehicles • applying relevant legislation and workplace procedures

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through appropriately simulated activities at the training organisation, and/or
	  • in an appropriate range of situations in the workplace
	• A simulator/online assessment is not suitable for the final assessment of this unit of competency

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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RANGE STATEMENT

environments and situations that may affect performance.

Commercial vehicle may include:	• commercial vehicles equal to or less than 4.5 tonnes GVM and seating up to 12 adults, including the driver, and all types of transmission that is used or intended to be used to carry goods of all types for hire or reward. Hired or leased vehicles and vehicles owned by a business to carry its own goods are included
Driving may be carried out in typical road transport situations, including:	• by day or night • in typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • eco driving • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes • load and load restraints • check operation of associated equipment
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Eco driving may include:	• engine management • brake management • ancillary brakes • gear selection

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RANGE STATEMENT

	• using air-conditioning only when necessary • not idling engine for extended periods when not in use • anticipating traffic flow to prevent driving at congested times
Associated equipment may include:	• tail gate loaders • electronic doors • gates, curtains • ramps • stairs • hydraulic lifters • ticket machines
Driving hazards may include:	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions • other road users • following distance • traffic flow • time of day or night
Factors that can cause traffic delays and diversions may include:	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of	• company procedures

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RANGE STATEMENT

organisation concerned and the local terminology used, workplace procedures may include:	• enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory driving licence requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including pre-operational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable regulations, legislation and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle • relevant state/territory road rules • relevant state/territory permit regulations and requirements • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIC2025A Operate four wheel drive vehicle

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions. These include driving a four wheel drive vehicle on normal roads, traversing slopes, ascending and descending steep slopes and stall recovery. It also includes operation of the vehicle in rugged terrain, the use of a jack and the completion of all pre- and post-operational checks. Licensing, legislative, regulatory or certification requirements may be applicable to this unit. Provisional car licence must be held prior to the commencement of this unit of competency for driving on public land/roads.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a commercial four wheel drive vehicle across a variety of on-road and off-road contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate four wheel drive vehicles on normal roads	1.1 Pre-start checks of vehicle and equipment are carried out to manufacturers specifications and roadworthy requirements 1.2 Tyres are checked for pressure suitable for terrain and/or changed in accordance with workplace procedures 1.3 Loads are secured in accordance with workplace and legislative requirements 1.4 Vehicle is driven on-road and off-road to legislative and workplace requirements, at appropriate speeds for conditions and hazards 1.5 Vehicle is parked and shut down in accordance with workplace and manufacturers requirements
2 Operate vehicle on, or across, a slope	2.1 Pre-start checks of vehicle and equipment are carried out to manufacturers specifications and roadworthy requirements 2.2 Tyres are checked for pressure suitable for terrain and/or changed to operational guidelines 2.3 Loads are secured in accordance with workplace and legislative requirements 2.4 Vehicle is driven on-road and off-road to regulatory and workplace requirements at appropriate speeds for conditions and hazards
3 Operate vehicle ascending a steep slope	3.1 Intended vehicle path is inspected prior to negotiation of slope

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ELEMENT	PERFORMANCE CRITERIA
including stall recovery	3.2 Appropriate gear is selected to ascend grade, and engine revolutions are maintained to ensure constant traction 3.3 Air-conditioning unit is turned off to avoid engine acceleration 3.4 Foot brake is applied as vehicle stalls, handbrake applied and ignition turned off 3.5 Clutch is depressed and reverse gear is selected 3.6 Clutch is released and handbrake is slowly released 3.7 Ignition is turned on and brakes are released 3.8 Vehicle is started and allowed to reverse down the slope 3.9 Brakes are applied as necessary to control descent
4 Operate vehicle descending a steep slope including stall recovery	4.1 Intended vehicle path is inspected prior to negotiation of the slope 4.2 Appropriate gear is selected to ascend grade, and engine revolutions are maintained to ensure constant traction 4.3 Air-conditioning unit is turned off to avoid engine acceleration 4.4 Braking is used to control descent and skidding is avoided by the application of brakes to emulate ABS 4.5 Ignition is turned off, foot brake is applied, and handbrake engaged 4.6 Clutch is depressed and low gear is selected 4.7 Clutch is released and handbrake is slowly released 4.8 Ignition is turned on and brakes are released 4.9 Vehicle is started and allowed to continue down the slope 4.10 Brakes are applied as necessary to control descent and skids are steered into
5 Operate vehicle in rugged terrain	5.1 Intended vehicle path is inspected prior to negotiation of rugged terrain 5.2 Correct gear/range is selected to negotiate terrain 5.3 Freewheel hubs are engaged and disengaged in accordance with driving conditions 5.4 Vehicle controls are set in accordance with manufacturers instructions for operation in the surrounding terrain 5.5 Traction is maintained in accordance with requirements of the vehicle and the surrounding terrain 5.6 Selection of appropriate gear/range before negotiating terrain is demonstrated 5.7 Where necessary, chains are fitted to vehicle in accordance with manufacturers instructions 5.8 Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving 5.9 Terrain is negotiated in accordance with requirements for

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ELEMENT	PERFORMANCE CRITERIA
	specific driving conditions
6 Operate jack	6.1 Jack is located under vehicle in accordance with vehicle manufacturers specifications and workplace procedures
	6.2 Jack is used and operated in accordance with manufacturers specifications and workplace procedures
7 Complete operations	7.1 Vehicle is parked and shut down to workplace and manufacturers requirements
	7.2 Faults or malfunctions are corrected and/or reported in accordance with workplace requirements
	7.3 Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements
	7.4 Any reports required by the workplace are completed in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Workplace procedures for the operation of four wheel drive vehicle in both on-road and off-road situations
- Problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems
- Hazards that may exist when operating a four wheel drive vehicle in both on-road and off-road situations, and ways of controlling the risks involved
- Vehicle controls, instruments and indicators and their use
- Vehicle handling procedures and techniques for a range of conditions, including rock, mud, sand, ice and snow
- Procedures to be followed in the event of a driving emergency
- Efficient driving techniques and safe driving strategies
- The effect on the centre of gravity of changing fluid loads
- Hazards and risks associated with traversing cross slopes
- Effects of hard surface driving (such as highway wind up) on the 4x4 system

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REQUIRED KNOWLEDGE AND SKILLS

- The appropriate use of diff locks
- Pre- and post-operational checks and related action
- Documentation and record keeping requirements
- Environmental impact of 4X4 driving

Required skills:

- Communicate effectively with others when operating a four wheel drive vehicle
- Read and interpret instructions, procedures, information and signs relevant to the operation of a four wheel drive vehicle
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when operating a four wheel drive vehicle
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when operating a four wheel drive vehicle in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may arise when operating a four wheel drive vehicle
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of four wheel drive vehicle and its equipment, and take appropriate action if required
- Conduct pre-start checks
- Monitor and anticipate traffic hazards and take appropriate action
- Drive vehicles in a range of conditions

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Required skills:

- Demonstrate emergency procedures in the operation of vehicles
- Identify and correct minor operational faults
- Clean and store vehicles and equipment
- Skills and attitude to reduce environmental impact

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • demonstrating operation of a 4x4 vehicle
	  • applying relevant legislation and workplace procedures

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments • Practical assessment must occur:

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EVIDENCE GUIDE

- through activities in an appropriately simulated environment, and/or
- in an appropriate range of situations in the workplace
- A simulator/online assessment is not suitable for the final assessment of this unit of competency

Range Statement

RANGE STATEMENT

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

Vehicles include:	• all terrain vehicles • cars and utilities • a range of trailers • light trucks
Operations may be carried out in typical four wheel drive situations, including:	• by day or night • typical weather conditions • on the open road • in rugged terrain off-road conditions that can be smooth, rough, uneven, slippery, boggy, sandy, steep or hilly • on a steep slope • during emergency response • while at a client's workplace or worksite
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using defensive driving techniques • managing engine performance
Considerations when driving may include:	• operational characteristics of the type of four wheel drive vehicle • workplace procedures • traffic conditions • levels of emergency response • adverse weather

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RANGE STATEMENT

	• traffic regulations • warning devices • adverse terrain
Traffic conditions to be taken into account when driving may include:	• speed limits for operation • legal parking • traffic pattern and density • known peak periods and special community functions • effects of weather on roads • road surface/off-road terrain • visibility
Operational hazards may include:	• steep slopes and rugged terrain • wet and iced road/terrain • flooded road/terrain • oil on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • animals and objects on road • windy or foggy sections of road/terrain
Workplace guidelines/procedures may include:	• pre- and post-operation checks • standards of operation • storage and usage of fuels and lubricants • policies and routines relating to wear and damage • precautions and safeguards • emergency response driving • driving in adverse terrain • driving in special environments • reporting routines
Pre-start checks may include:	• fuel, water, oil • brake and transmission fluid levels • battery water levels and electrolyte checks • tyres • belts • leads • hydraulic lines and connections • air cleaners • air-conditioners

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RANGE STATEMENT

	• brakes • off-road safety equipment in line with manufacturers recommendations
Manufacturers specifications may include:	• engine characteristics • systems warning function • four wheel drive operation • radius of turning circle • safety procedures
Installed devices may include:	• warning lights • tachometer • temperature gauge • electrical charging • ancillary systems indicator • speedometer • oil pressure • brake warning lights • audible warning devices • hose
Minor routine servicing may include:	• the replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory driving licence requirements • state/territory road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable regulations, legislation	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to the

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RANGE STATEMENT

and codes may include:

class of four wheel drive vehicle

- relevant state/territory road rules
- relevant state/territory permit regulations and requirements
- relevant state/territory OH&S legislation
- relevant state/territory fatigue management regulations
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIC3042A Operate coach/bus

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate a passenger coach/bus safely. It includes maintaining systematic and efficient control of all coach/bus functions; monitoring traffic and road conditions; managing coach/bus condition and performance; and effectively managing hazardous situations. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Application of the Unit

Application of the Unit

Operation of a passenger coach/bus is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

This unit involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial coach/bus across a variety of contexts.

The entry requirement for this unit is the attainment of applicable licence from the state regulatory authority to operate a bus/coach.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate the coach/bus	1.1 The coach/bus is started, steered, manoeuvred, positioned and stopped in accordance with manufacturers instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Engine operation is maintained within the manufacturers specified torque range and temperature through effective transmission use
	1.4 Braking system of coach/bus is managed and operated to ensure effective control of the coach/bus under all conditions
	1.5 Hazards are identified and/or anticipated and avoided or controlled through defensive driving techniques
	1.6 The coach/bus is driven in reverse, maintaining visibility and achieving accurate positioning in accordance with workplace procedures
	1.7 The coach/bus is parked, shut down and secured in accordance with manufacturers specifications and workplace procedures
	1.8 The behaviours displayed by operators towards other road users is appropriately aligned with workplace procedures
2 Monitor and respond to traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain coach/bus performance	3.1 Coach/bus performance is maintained through pre-operational inspections and checks of the coach/bus and ancillary

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ELEMENT	PERFORMANCE CRITERIA
	equipment
	3.2 Performance and efficiency of coach/bus operation is monitored during use
	3.3 Defective or irregular performance or malfunctions are repaired or reported to the appropriate authority in accordance with workplace procedures
	3.4 Coach/bus records are maintained/updated and information is processed in accordance with workplace procedures
	3.5 Vehicle monitoring devices (such as tachographs) are operated in accordance with workplace procedures
4 Operate the coach/bus safely	4.1 Passenger positioning and dispersion is in accordance with manufacturers instructions and workplace procedures
	4.2 Bus/coach doors are operated safely for entry and exit from coach/bus in accordance with manufacturers and workplace instructions
	4.3 Visual checks are conducted on entry to and exit from bus stops in accordance with workplace instructions
	4.4 Vehicle positioning and movement are convenient and safe for passengers embarking and disembarking in accordance with regulatory and workplace instructions
5 Operate bus/coach associated equipment	5.1 All bus/coach associated equipment is operated in accordance with manufacturers and workplace instructions
	5.2 Faults with all bus/coach associated equipment are reported according to manufacturers and workplace instructions
	5.3 Route destination is clearly displayed on the vehicle as required by workplace instructions
6 Provide customer service to passengers on coach/bus	6.1 Comfort and wellbeing of passengers are in accordance with workplace instructions
	6.2 Lost property processing is in accordance with organisational procedures
	6.3 Assistance is provided for identified special needs and/or any luggage and ancillary equipment requirements in accordance with workplace instructions

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Relevant OH&S and environmental procedures and regulations
- Relevant state and territory regulations and procedures in relation to bus stops
- Coach/bus controls, instruments and indicators and their use
- Coach/bus handling procedures
- Workplace driving and operational instructions
- Driving hazards and related defensive driving techniques
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on coaches/buses and related action
- Differences between transmission types
- Map reading and road navigation techniques
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a commercial coach or bus
- Read and interpret instructions, procedures, information and signs relevant to the operation of a commercial coach or bus
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the operation of a commercial coach or bus
- Operate electronic communication equipment to required protocol including on-board intercom and communications equipment
- Work collaboratively with others when operating a commercial coach or bus
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when operating a commercial coach or bus in accordance with workplace procedures

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Required skills:

- Implement contingency plans for unexpected events that may occur when operating a commercial coach or bus
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of a commercial coach or bus
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of coach or bus and its equipment and take appropriate action where required
- Service coach or bus and its equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
  - undertaking pre-operational checks&vehicle handling procedures
  - implementing responses to changing road conditions
  - applying knowledge of relevant legislation and workplace procedures
  - applying customer service skills in accordance with industry requirements and organisational procedures

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EVIDENCE GUIDE

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

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

Type of vehicle includes:	• all coaches and buses relevant to specific licence classifications
Operate a passenger coach/bus may be carried out in typical road transport situations pertaining to a coach/bus, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse • while at a client's workplace or work site

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RANGE STATEMENT

	• kerb side bus stops • within shopping centres • within railway complexes • within tourist attractions car parks
Special needs may include:	• temporarily physically impaired persons • visually and hearing impaired persons • mentally impaired persons • frail and elderly persons • school children
Bus/coach associated equipment may include:	• ticket machines • electronic doors • manual doors • toilet units
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • operating door opening and closing equipment • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• exterior vehicle checks • internal vehicle checks • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes • microphone operational • equipment such as jack, wheel brace, spare tyre • trailers such as jockey wheel, coupling of trailer
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose

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RANGE STATEMENT

Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, sporting events, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory coach/bus driving licence requirements • state/territory road rules • workplace driving instructions and procedures • coach/bus manufacturers instructions, specifications and recommended driving procedures, including pre-operational checks of coach/bus • emergency procedures • vehicle log book or record book (where required)
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to coaches/buses • relevant state/territory road rules

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RANGE STATEMENT

- relevant state/territory OH&S legislation
- relevant state/territory fatigue management regulations
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLIE1005A Carry out basic workplace calculations

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out basic routine workplace calculations, including carrying out required mathematical operations; preparing basic estimates of mass, size and volume; and interpreting basic graphical representations of mathematical information. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Application of the Unit

Application of the Unit

Calculations are carried out as an integral part of routine work in the context of the workplace concerned.

Work is performed under some supervision, generally within a team environment.

Work involves the application of established mathematical principles and techniques in day-to-day work activities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out calculations	1.1 Items are counted singly and in batches and sorted numerically, as required in workplace tasks
	1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division
	1.3 Calculations involving fractions, percentages and mixed numbers, and using the four basic processes, are performed as required to complete workplace tasks
	1.4 The functions of a calculator, numeric keypad or computer are used to perform workplace tasks
	1.5 Numerical information is self-checked and corrected for accuracy
2 Prepare estimates	2.1 Quantities of materials and resources required to complete a work task are estimated
	2.2 The time needed to complete a work activity is estimated
	2.3 Accurate estimates for work completion are made
3 Interpret graphical representations of mathematical information	3.1 Information represented in symbols, diagrams and pictorial representations is recognised, interpreted and acted upon in workplace tasks

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant procedures and duty of care requirements
- Relevant OH&S responsibilities
- Basic mathematical operations and techniques
- Ways of representing basic mathematical information
- Procedures for identifying and using relevant workplace technology when carrying out workplace calculations
- Typical mathematical problems, and appropriate action and solutions

Required skills:

- Communicate effectively with others when carrying out basic workplace calculations
- Read and interpret instructions, procedures and information relevant to basic workplace calculations
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out basic workplace calculations
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies and environments
- Work systematically with required attention to detail
- Operate and adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • applying relevant legislation and workplace procedures
	  • carrying out basic calculations as they relate to the job role
	  • identifying the most common forms of calculations as they relate to the job role

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

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

Calculations:	• will be those involved in basic routine work functions • may occur by day or night and in a variety of work contexts
Calculations may involve:	• money • volume • weight • time • length and distance • area • perimeter
Mathematical operations may include:	• multiplication • division • addition • subtraction • percentages • fractions
Consultative processes may include:	• staff members • management • union representatives • industrial relations, occupational health and safety specialists • other professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Calculations may involve the basic use of a range of technology including:	• manual techniques • calculator • computer
Information/documentation may include:	• workplace procedures, checklists and instructions • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • workplace policies • supplier and/or client instructions

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RANGE STATEMENT

	• material safety data sheets • relevant codes of practice including the national standards for manual handling and the industry safety code • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures
Applicable regulations and legislation may include:	• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes • dangerous goods and freight regulations and codes • relevant Australian and state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field E - Communication and Calculation

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UEGNSG604B Fill gas cylinders

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor **1) Scope:**

1.1) Descriptor

This Competency Standard Unit covers the filling of gas cylinders for the distribution of LPG to customers. It includes persons; equipment; inspection and testing for correct date on cylinder; company's ownership; corrosion and impact damage; leaks; component and part damage; legislative and regulatory requirements for this standard as set out in AS 1596, AS 2030 and AS 3509 or its/their replacements.

Application of the Unit

Application of the Unit **2)**

This competency standard shall apply to work sites where the distribution of liquefied petroleum gas occurs.

Licensing/Regulatory Information

License to practice **3)**

The skills and knowledge described in this unit are not subject to licence regulation other than those directly related to Occupational Health and Safety, gas/electricity/water industry safety and compliance, industrial relations, environmental protection, telecommunications, anti discrimination and training. Commonwealth, State/Territory or Local Government legislation and regulations may exist that limits the age of operating certain equipment.

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Pre-Requisites

Prerequisite Unit(s) **4)**

Competencies **4.1)**

Granting of competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed:

Nil

Literacy and numeracy skills **4.2)**

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading 3 Writing 3 Numeracy 3

Employability Skills Information

Employability Skills **5)**

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a competency standard unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA	
1 Prepare for filling of cylinders	1.1	Work instructions are received and confirmed
	1.2	Relevant requirements and established procedures to be followed for the work to be performed are discussed with all persons to establish and confirm the work schedule
	1.3	OHS, environmental and sustainable energy policies and procedures to be followed for the work to be performed are received and confirmed
	1.4	Suggestions to assist with the filling of gas cylinders are made to others involved in the work
	1.5	Hazards are identified, OHS risks assessed and control measures are prioritised, implemented and monitored including emergency exits kept clear according to established procedures
	1.6	Scope of responsibility under the relevant work permit are received and confirmed according to requirements and established procedures with relevant persons
	1.7	Resources including equipment, tools and personal protective equipment required for the job are obtained and in working order according to established procedures
	1.8	Relevant responsibilities associated with First Aid and other related work safety procedures at the worksite are confirmed in accordance with requirements and established procedures to ensure safety measures and followed in the instance of an incident.
	1.9	Client issues are referred to appropriate persons in accordance with industry and community standards

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ELEMENT	PERFORMANCE CRITERIA	
	1.10	Site is prepared according to given instructions and the work schedule for a quality outcome and to minimise risk and damage to property, commerce and individuals in accordance with established procedures
2 Fill cylinders	2.1	OHS policies and procedures and safe work practices are followed to eliminate or minimise incidents and hazards
	2.2	Lifting, climbing, working in confined spaces or aloft, and use of power tools, techniques and practices are safely followed in accordance with given instructions and according to requirements confirmed to eliminate the prospects of incidents
	2.3	Operational knowledge for the filling of gas cylinders is confirmed to ensure completion in an agreed timeframe and to quality standards with a minimum of waste according to requirements and established procedures
	2.4	The filling of gas cylinders is carried out in accordance with given instructions and established procedures
	2.5	Cylinders with defects such as leaks, damage etc are identified, marked and quarantined and identified hazards and OHS risks are reported to the immediate authorised persons for directions according to established procedures
	2.6	Non-routine events are referred to the immediate authorised persons for directions according to established procedures
	2.7	Problems associated with the filling of gas cylinders are dealt with using acquired known solutions and skills related to routine procedures to ensure work instructions and established procedures are met
	2.8	Ongoing checks of quality of the work are undertaken in accordance with given instructions and established procedures
3 Move and store	3.1	Cylinders are lifted and moved according to

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ELEMENT	PERFORMANCE CRITERIA	
cylinders safely		standard operating procedures against the work schedule and anomalies reported to authorised persons
	3.2	Accidents and incidents are actioned and reported to authorised persons in accordance with established procedures
	3.3	Work site is rehabilitated, cleaned up and made safe in accordance with given instructions and established procedures
	3.4	Tools, equipment and any surplus resources and materials are, where appropriate, cleaned, checked and returned to storage in accordance with established procedures
	3.5	Appropriate persons are notified of work completion according to established procedures
	3.6	Work completion records, report forms and data sheets are completed accurately in accordance with given instructions and established procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

8)This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices for the filling of gas cylinders.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-G604 Fill cylinders B

G 2.1.1 Work in the gas sector

Evidence shall show an understanding of how work is

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conducted in the Gas Industry, specifically:

- The Gas Industry in Australia
- Australian gas resources
- Types of gas and uses
- Combustion.

G 2.1.2 Identify roles of statutory authorities

Evidence shall show an understanding of the roles of statutory authorities (government agencies, both State and Federal) that operate in the Gas Industry, including identifying:

- Statutory bodies
- Roles of statutory bodies
- Employer and employee responsibilities to statutory bodies.

G 2.1.3 Identify employment roles and responsibilities

Evidence shall show an understanding of the roles of major groups in the Gas Industry, that is employers and employees, including:

- The role of the employer
- Industry associations
- Employer obligations to safety
- Identification of disadvantaged and minority groups in Australian society
- Employers obligations to persons from disadvantaged and minority groups
- Employers obligations to occupational health and safety
- The role of commonwealth and state training regulatory authorities and industry skills councils and state training advisory bodies
- Roles and responsibilities of gas industry employees
- The employment contract
- Working to safety requirements
- Work according to lawful commands
- Belonging to employee organisations
- How to work with people from disadvantaged and minority groups
- Understanding the employees obligations to occupational health and safety
- Sources of support.

G 2.1.4 Apply relevant OHS regulations, policies and procedures

Evidence shall show an understanding of the basic workplace

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health and safety legislation and how this applies to individuals in a Gas Industry workplace, indicated by the following:

- Employer's responsibilities to relevant OHS legislation
- Employee's responsibilities to OHS legislation and organisation's policies and procedures
- OHS policies and procedures at the worksite.
- Australian Standards, guidelines and codes of practice

G 2.1.5 Work safely in the gas industry by reducing risk and using correct PPE

Evidence shall show an understanding of how to work safely in the gas industry indicated by the ability to:

- Correctly interpret and comply with Safety Signs including workplace Hazards, Warnings and PPE requirements
- Correctly interpret gas markers
- Identify the correct PPE required for work in the Gas Industry
- Locate and comply with procedures for correctly checking, maintaining and storing PPE
- Apply the process of Hazard identification, Risk assessment and Control
- Complete Risk Assessment forms such as Work Permits and JHA’s, JSA’s, JSEA’s, SWM’s etc
- Report workplace hazards

G 2.1.6 Work safely with hazardous materials and equipment

Evidence shall show an understanding of what constitutes hazardous materials and the equipment and processes used to safely work with these indicated by the following:

- Identify hazardous materials and equipment
- Location and purpose of Material Safety Data Sheets (MSDS)
- Read, interpret and discuss MSDS
- Knowledge of methods for safe disposal of hazardous waste materials
- Read, interpret and discuss relevant manufacturer's specifications
- Use and dispose of hazardous materials and equipment safely
- Use of spill kits and PPE

G 2.1.7 Apply safe manual handling techniques in the workplace

Evidence shall show an understanding of manual handling

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and how to apply this knowledge to handling heavy and awkward objects in a Gas Industry workplace, specifically:

- Principles for managing manual handling
- Characteristics and types of safe manual handling
- Safe manual handling techniques
- Manual handling and risk management

G 2.1.8 Control traffic at the work site

Evidence shall show knowledge and skills in coordinating traffic flow at a workplace where traffic control is required, that is, where work is conducted on or near a road, indicated by the following:

- Read and interpret relevant traffic authority regulations for traffic control at a worksite
- Identify signs and devices required to control pedestrians and traffic at a worksite depending on traffic flow volumes
- Apply techniques for controlling pedestrians and traffic at various worksites
- Use procedures for monitoring traffic controls
- Set up and monitor pedestrian and traffic controls

G 2.1.9 Respond to emergency and accident situations

Evidence shall show knowledge and skills in dealing with emergency or accident situations at a Gas Industry workplace, indicated by the following:

- Situations of accidents and emergency
- Comply with procedures for accidents and incidents
- Correct use of emergency equipment and procedures for a fire
- Correct use of breathing apparatus
- Correct use of gas detectors/oxygen monitoring devices
- Correct use of emergency equipment and procedures for a gas leak or vapour emission
- Report emergencies and accidents

G 2.1.14 Read and interpret Gas Industry documents

Evidence shall show an ability to read and interpret Gas Industry documents indicated by the following:

- Understand and use signs, symbols terminology and legends as used in gas industry procedures and documents
- Identify, locate and implement gas industry standards, policies and procedures

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- Interpret and read basic drawings and diagrams

G 2.1.15 Complete workplace forms, and reports

Evidence shall show an ability to complete routine Gas Industry forms, memos and reports either written or electronic, indicated by the following:

- Identify, locate, interpret and use workplace forms, and reports
- Enter the required information accurately on gas industry forms and reports

G 2.1.16 Identify requirements of work activity

Evidence shall show ability to:

- Clarify expected outcomes of a work activity in a Gas Industry workplace
- Receive, clarify and respond to verbal work instructions for work activity
- Interpret and discuss an organisation's policies, quality requirements and specifications for work activity

G 2.1.17 Apply basic planning skills

Evidence shall show a demonstrated ability to apply basic planning skills in a Gas Industry workplace, indicated by the following:

- Develop checklists of tasks
- Prioritise tasks
- Identify resources required to complete tasks safely and efficiently
- Identify resource or scheduling conflicts and apply solutions
- Develop time lines to complete tasks

G 2.1.18 Conduct tasks to complete work activities

Evidence shall show ability to organise the activities to complete a job in a Gas Industry workplace, indicated by the following:

- Locate and organise equipment, tools and machinery required to complete tasks safely and efficiently
- Complete tasks according to planned sequences and within appropriate timeframes
- Understand quality assurance and work according to established and standard operating procedures

G 2.1.19 Review work activities

Evidence shall show an ability to review work activities

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undertaken in a Gas Industry workplace, indicated by the following:

- Check work activities against a work plan
- Seek feedback on the outcome of work activities with appropriate persons
- Report outcomes of work activities in writing or orally according to enterprise procedures

G 2.1.20 Customer relations

Evidence shall show an understanding of the requirements for providing good customer relations to Gas Industry stakeholders, indicated by the following:

- Notify stakeholders of activities
- Communicate with stakeholders within scope of responsibilities
- Refer stakeholders to appropriate parties
- Demonstrate understanding of ring fencing requirements (if applicable)
- Keep the customer informed on job progress
- Provide good customer relations

G 2.1.21 Undertake problem solving

Evidence shall show an understanding of the requirements to undertake basic problem solving in a Gas Industry workplace, indicated by the following:

- Demonstrate problem solving and diagnostics methodology
- Identify possible solutions
- Recommend probable solutions and
- Apply basic problem solving techniques

G 2.1.22 Operate in confined spaces

Evidence shall show an understanding of the requirements to recognise and operate in confined spaces in a Gas Industry workplace, indicated by the following:

- Knowledge of the requirements of Legislation, Regulations, Australian Standards and enterprise specific procedures for safe working in confined spaces
- Ability to recognise what a confined space is and the entry safety requirements
- Ability to understand and comply with manufacturers' guidelines for the safe use of PPE used in confined spaces
- Understand how and when to use gas detectors for

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confined spaces entry
- Understand how and when to use breathing apparatus and rescue and recovery equipment

Note: A confined spaces entry ticket would satisfy and exceed the requirements of this EKAS clause

G 2.1.25 Protect the environment

- Evidence shall show an understanding and ability to perform work in the gas industry in a manner that protects the environment indicated by the following:Understanding of the relevant Commonwealth/State/Territory environmental legislation, regulations and codes of practice
- Understanding of employee's and employer's responsibilities to relevant environmental legislation, regulations and codes
  - Understanding and compliance with enterprise procedures for flora control
  - erosion control
  - fauna control
  - the protection of indigenous and cultural heritage sites
- Understanding the role of regulatory bodies in monitoring environmental activities, risk and incident compliance
- Understanding community expectations for protecting the environment
- Correct use of environment protection procedures, records, inspections and incident reporting
- Identifying environmental hazards
- Assessing environmental risks
- Implementing environmental control measures
- Ability to respond to workplace environmental incidents

Note: Environmental damage can be caused by chemicals, oil, water contamination, carcinogenic agents, gases, dusts, waste contamination and noise

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G 2.1.26 Communicate in the workplace

Evidence shall show an understanding and ability to communicate effectively in a Gas Industry work team indicated by the following:

- Effective use oral and written communications methods to achieve work related outcomes and solutions.
- Effectively receive, interpret and respond to workplace information and instructions
- Effectively convey and report work related information to fellow workers and customers
- Interact with fellow workers in a socially and culturally appropriate manner

G 2.6.1 Occupational Health and Safety for working with LPG

Evidence shall show an understanding of the specific OHS and working procedures required to work with LPG gas, indicated by awareness of:

- OHS and environmental legislation
- Australian Dangerous Goods Code (ADG)
- inspection procedures
- properties of LPG
- operational capacity of safety equipment on tankers
- standard operating procedures for dealing with LPG
- position and manoeuvrability of tankers
- appropriate ability to read meters
- and understanding of manufacturer's specifications
- out of gas procedures.

G 2.6.3 Operate equipment within its limitations

Evidence shall show an understanding of the specific knowledge required to operate equipment within its limitation in the LPG environment, indicated by the following:

- identify and understand the equipment used in the transporting of LPG
- use equipment for storing and transporting LPG.

G 2.6.6 Gas storage processes

Evidence shall show an understanding of the requirements to undertake tasks in the storage of LPG, indicated by the following:

- inspection procedures for cylinders and valves
- filling and storing of gas cylinders and valves.

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Evidence Guide

EVIDENCE GUIDE

9) The Evidence Guide forms an integral part of this Competency Standard Unit and shall be used in conjunction with all components parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment **9.1)**

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the Industry's preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with Industry and Regulatory policy in this regard.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practiced. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment

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instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines — UEG11'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
  - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and range
  - Apply sustainable energy principles and practices as specified in the Performance Criteria and range
  - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner's performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment
  - Demonstrate an appropriate level of employability skills
  - Conduct work observing the relevant Anti discrimination legislation, regulations, polices and workplace procedures
- Demonstrate performance across a representative range of contexts from the prescribed items below.

Range of tools/equipment/procedures/workplace

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Group No	The minimum number of items on which skill is to be demonstrated	Item List
A	At least 5	Cylinder trolleys Hose and fittings Leak detection devices Valves Gauges Spindles
B	All	Inspection tests to determine: Date on cylinder is within the required period Company's ownership Corrosion and impact damage Correct storage Valve threads are clean and in good condition Safety relief valve is capped and free from obstruction
C	All	Requirements from: State regulations/statutes Aust Dangerous Goods Code AS1596 or replacement AS2030 or replacement AS3509 or replacement AS 2865 Emergency procedures and response action
D	All	Work utilising relevant OHS legislation, regulations, codes of practice, policies and

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		procedures Maintain a safe and clean workplace Work safely with hazardous materials and equipment Job safety analysis Apply safe manual handling techniques Respond to emergency situations Communicate effectively in the workplace Apply basic planning and job completion skills Operate equipment within its limitations Basic industry technology
E	At least one occasion	Deal with an unplanned event by drawing on essential knowledge and associated skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items

Context of and specific resources for assessment **9.3)**

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this Competency Standard Unit.

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- Appropriate environmental regulation and work practices.
- Appropriate organisational requirements.
- Appropriate work environment, equipment and tools.

In addition to the resources listed above, in Context of and specific resources for assessment, evidence should show demonstrated competency in filling gas cylinders.

Assessment of this competency must also be undertaken in either an actual workplace or under a simulated work environment. Assessment must also integrate the employability skills.

Method of assessment **9.4)**

This Competency Standard Unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note: Competent performance with inherent safe working practices is expected in the Industry to which this Competency Standard Unit applies. This requires that the specified Essential Knowledge and Associated Skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and associated skills described in this unit.

Concurrent assessment and relationship with other units **9.5)**

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied Competency Standard Units where listed.

UEGNSG102B	Carry out work activities in a utilities industry work environment
UEENEEE101A	Apply Occupational Health Safety regulations, codes and practices in the workplace

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UEGNSG104B	Comply with environmental policies and procedures
UEGNSG105B	Establish the work site

Range Statement

RANGE STATEMENT

10) This relates to the competency standard unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

This Competency Standard Unit shall be demonstrated in relation to filling gas cylinders.

The following constants and variables included in the element/Performance Criteria in this unit are fully described in the Definitions Section of this volume and form an integral part of the Range Statement of this unit:

Appropriate Persons

Equipment (2)

Inspection Checks

Legislative Requirements (2)

Unit Sector(s)

Not applicable.

Competency Field

Competency Field **11)**

LPG.

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond in an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services where required

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

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The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
  - checking for response and normal breathing
  - recognising abnormal breathing
  - opening and clearing the airway
  - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
  - acting in the event of regurgitation or vomiting
  - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey

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- applied first aid procedures for the following:
  - allergic reactions
  - anaphylaxis
  - asthma
  - basic wound care
  - severe bleeding
  - burns
  - cardiac arrest
  - choking and airway obstruction
  - convulsions
  - envenomation (using pressure immobilisation)
  - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
  - poisoning
  - respiratory distress
  - shock
- provided an accurate verbal report of the incident
- responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position

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  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reactions
  - anaphylaxis
  - bleeding control
  - burns
  - cardiac conditions
  - choking and airway obstruction
  - cold and crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
  - epilepsy
  - eye and ear injuries
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma and other respiratory conditions
  - seizures
  - severe allergic and anaphylactic reactions
  - shock
  - soft tissue injuries
  - unconsciousness, abnormal breathing or not breathing
- basic anatomy and physiology relating to:
  - absence of normal breathing
  - anatomy of the external chest
  - physiology relating to response/consciousness
  - upper airway anatomy and effect of positional change
  - anatomy and physiology considerations in provision of first aid for specified conditions

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Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- first aid equipment including
  - roller bandages
  - triangular bandages cloth
  - trauma dressings
  - placebo bronchodilator and spacer device
  - adrenalin auto-injector training device
  - an AED training device
  - emergency rescue blanket
  - workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

Application

This unit of competency describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to a remote emergency situation	1.1 Plan for isolated travel or work if required, accounting for expected contingencies 1.2 Recognise an emergency situation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.3 Identify, assess and manage immediate hazards to health and safety of self and others
	1.4 Assess the casualty and recognise the need for first aid response
	1.5 Assess the situation and evaluate options for medical assistance
	1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR)
	2.2 Provide first aid in accordance with established first aid principles
	2.3 Display respectful behaviour towards casualty
	2.4 Obtain consent from casualty where possible
	2.5 Use available resources and equipment to make the casualty as comfortable as possible
	2.6 Operate first aid equipment according to manufacturer's instructions
	2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Manage the incident	3.1 Seek assistance from others present to manage incident circumstances
	3.2 Establish communication links with emergency response services and convey incident details
	3.3 Report details of casualty condition, changes in condition, management and responses
	3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as required
	3.5 Maintain confidentiality of records and information in line with statutory and/or organisational

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	policies
4. Evaluate own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
	4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Oral communication* – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- prepared a contingency plan in relation to providing a first aid response in a remote situation
- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
  - checking for response and normal breathing
  - recognising abnormal breathing
  - opening and clearing the airway
  - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
  - acting in the event of regurgitation or vomiting

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    - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- activated and followed the prompts of an Automated External Defibrillator (AED)
- conducted a secondary survey, including checking pulse of at least one person and recording the rate
- applied first aid procedures for the following:
    - allergic reactions, including severe reactions
    - anaphylaxis
    - asthma
    - basic wound care
    - severe bleeding and haemorrhage
    - burns
    - cardiac arrest
    - choking and airway obstruction
    - convulsions
    - environmental impacts
    - envenomation (using pressure immobilisation)
    - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
    - poisoning
    - respiratory distress
    - shock
- provided an accurate verbal report of the incident
- responded to at least three simulated emergency scenarios contextualised to the candidate's remote and/or isolated situation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
    - ARC guidelines relevant to provision of CPR and first aid
    - safe work practices to minimise risks and potential hazards
    - infection control principles and procedures, including use of standard precautions
    - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
    - need for stress-management techniques and available support following an emergency situation
    - duty of care requirements
    - respectful behaviour towards a casualty

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  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - standard precautions and infection control
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
  - abdominal injuries
  - allergic reactions
  - anaphylaxis
  - bleeding control
  - burns
  - cardiac conditions
  - choking and airway obstruction
  - cold and crush injuries
  - convulsions
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - hypothermia
  - hyperthermia
  - dehydration
  - heat stroke
  - epilepsy
  - eye and ear injuries
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress including asthma
  - seizures
  - shock
  - soft tissue injuries
  - unconsciousness, abnormal breathing or not breathing

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- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions
  - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
  - absence of normal breathing
  - anatomy of the external chest
  - physiology relating to response/consciousness
  - upper airway anatomy and effect of positional change
  - anatomy and physiology considerations in provision of first aid for specified conditions, including specific considerations for remote settings

Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

In addition, assessment resources must include:

- adult and infant resuscitation manikins in line with ARC guidelines for the purpose of assessment of CPR procedures
- first aid equipment including:
  - roller bandages
  - triangular bandages cloth
  - trauma dressings
  - placebo bronchodilator and spacer device
  - adrenalin auto-injector training device
  - an AED training device
  - clinical thermometer
  - evacuation stretcher
  - emergency rescue blanket
  - workplace first aid kit.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors. In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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SIFCBGM001 Provide general grounds care

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to carry out basic maintenance of grassed and planted areas, such as garden beds and landscape works. It applies to general grounds maintenance staff whose work involves working under supervision and according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Building and Grounds Maintenance

Unit Sector

Cemetery and Crematoria

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain grassed areas.	1.1 Liaise with supervisor to identify and confirm the mowing height, pattern and distances from tree trunks and shrubs. 1.2 Select, prepare and use mowing tools and equipment. 1.3 Trim edges according to work requirements. 1.4 Apply fertiliser according to manufacturer guidelines. 1.5 Dispose of grass trimmings and other waste.
2. Weed grassed and planted areas.	2.1 Identify weeds to be removed. 2.2 Select, prepare and use weeding tools and equipment. 2.3 Prepare and administer weed treatments according to

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	manufacturer guidelines. 2.4 Remove and dispose of weeds using wastage disposal methods that prevent weed spread. 2.5 Clean site according to workplace policies and procedures.
3. Water grassed and planted areas.	3.1 Select, prepare and use watering tools and equipment. 3.2 Apply water to grass and plants according to their health requirements. 3.3 Drain, clean and store equipment according to manufacturer guidelines.
4. Maintain plants in healthy condition.	4.1 Apply fertiliser according to manufacturer guidelines. 4.2 Treat dead, diseased and damaged plants as required after regular inspection. 4.3 Clean, maintain and store tools and equipment according to manufacturer guidelines.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SIFBGM001B Provide general grounds care.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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Assessment Requirements for SIFCBGM001 Provide general grounds care

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to:

- select, prepare, use, clean and maintain the required tools and equipment according to supervisor instructions and manufacturer guidelines
- maintain grassed and planted areas including: the application of fertiliser; the treatment and removal of weeds, and diseased and damaged plants; the watering of grass and plants; and clean up of the work site
- apply safe handling techniques for chemicals, tools and equipment.

Evidence of performance of providing general grounds care on two or more occasions is required to demonstrate consistency of performance and ability to respond to different situations.

Knowledge Evidence

Demonstrated knowledge of:

- tools and equipment used for general grounds care, including those for mowing, weeding and watering needs
- different weed types and associated treatment controls
- types and characteristics of annual and perennial weeds
- water and general health requirements of plants
- differences between chemical and non-chemical weed treatment controls
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance
- environmental impacts in relation to general grounds care and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- environmentally sound disposal methods for all types of waste and in particular for hazardous substance, spoiled and diseased plant material and those that have a propensity to propagate weeds
- workplace policies and procedure in regard to carrying out general grounds care.

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Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that is as industry realistic as possible. In a simulated environment, it is essential that assessment is conducted:

- using suitable facilities, equipment and resources, including:
  - an environment that has plants and grass, including plants in different states of repair
  - weed treatments, fertilisers, watering, weeding and mowing equipment and personal protective equipment
- under industry conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with supervisor

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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SIFCBGM002 Maintain property and structures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to undertake basic maintenance of properties and structures where the specialist skills of another trade are not warranted or available. It applies to general grounds maintenance staff whose work involves working under routine supervision and in some cases, responsibility for supervision and coordination within a team may be required. All work is carried out according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Building and Grounds Maintenance

Unit Sector

Cemetery and Crematoria

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for maintenance.	1.1 Liaise with supervisor or team member to identify and confirm work requirements. 1.2 Select and use tools according to work requirements. 1.3 Select and use personal protective equipment according to work requirements.
2. Perform routine maintenance to properties and structures.	2.1 Check property for minor maintenance requirements and undertake minor repairs. 2.2 Identify damage to structures and structural finishes

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	and repair according to supervisor instructions.
3. Collect and dispose of waste or recyclable material.	3.1 Identify and select waste collection and cleaning equipment. 3.2 Collect waste and recyclable material. 3.3 Identify hazardous waste and take corrective action. 3.4 Clean waste receptacles and surrounds. 3.5 Transport waste to disposal point. 3.6 Identify and sort recyclables. 3.7 Dispose of non-reusable waste. 3.8 Re-use recyclable materials according to workplace policies and procedures.
4. Finalise maintenance duties.	4.1 Report information about hazards, incidents or accidents. 4.2 Clean and store equipment according to manufacturer guidelines.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SIFBGM002A Maintain property and structures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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Assessment Requirements for SIFCBGM002 Maintain property and structures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to:

- select, prepare, use, maintain and clean the required tools and equipment according to supervisor instructions, workplace policies and procedures, and manufacturer guidelines
- maintain and repair property and structural finishes
- collect and dispose of all types of waste
- use safe handling techniques for tools and equipment.

Evidence of performance of maintaining property and structures on two or more occasions is required to demonstrate consistency of performance and ability to respond to different situations.

Knowledge Evidence

Demonstrated knowledge of:

- cemetery property and structures:
  - fences
  - drains
  - waterways
  - roads
  - car parks
  - vegetation
  - windbreaks
  - paths
  - buildings
  - landscape features
  - sheds
  - benches
  - shelters
- types of structural finishes, including:
  - paint
  - stains

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  - cladding, such as:
    - corrugated iron
    - shade cloth
    - plastic
    - cement sheeting.
- different types of waste and recyclable materials and associated disposal techniques
- federal, state or territory, and local government legislation and regulations that impact on maintaining property structures
- tools and equipment used in maintaining property structures, including cleaning and personal protective equipment
- waste and recyclable material and range of waste receptacles and disposal points
- environmental impacts in relation to maintaining property structures and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substance, including materials and equipment containing blood and body fluid, contaminated garments and dressings, sharps, etc
- workplace policies and procedures regarding maintaining property and structures.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that is as industry realistic as possible. In a simulated environment, it is essential that assessment is conducted:

- using suitable facilities, equipment and resources, including:
  - an environment that allows for application of minor maintenance works and identification, collection and disposal of hazardous and general waste
  - maintenance tools and equipment, including personal protective equipment and waste disposal points
- under industry conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with supervisor and team members

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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SIFCBGM007 Evaluate building and grounds maintenance and development needs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate building and grounds maintenance and development needs and to develop schedules for their completion. It applies to staff involved in supervising general building and grounds maintenance staff, ensuring that all work is performed according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Building and Grounds Maintenance

Unit Sector

Cemetery and Crematoria

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify building and grounds maintenance and development requirements.	1.1 Liaise with appropriate staff to identify preventative maintenance needs. 1.2 Inspect building and grounds works according to regular schedule and identify maintenance requirements. 1.3 Identify and assess maintenance reports according to public safety requirements. 1.4 Develop strategy to resolve identified reported maintenance issues. 1.5 Identify and prioritise building and grounds

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	development proposals against workplace requirements and plans. 1.6 Assess building and grounds development proposals to determine sustainability of development. 1.7 Consult with specialist technical expert or external consultant as required.
2. Report on building and grounds condition.	2.1 Identify and record problems and faults in building and grounds maintenance and development. 2.2 Prepare reports according to relevant legislation and workplace policies and procedures.
3. Prepare building and grounds maintenance and development schedules.	3.1 Prepare schedule for building and grounds maintenance and development to meet workplace requirements and plans. 3.2 Check and confirm that planning arrangements adhere to relevant legislation. 3.3 Identify and confirm availability of resources and services needed to implement schedule.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SIFBGM006A Evaluate building and grounds maintenance and development needs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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Assessment Requirements for SIFCBGM007 Evaluate building and grounds maintenance and development needs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to:

- inspect, document and prepare report on building and grounds maintenance requirements
- identify and prioritise building and grounds development proposals and prepare schedules to meet the specific and current needs of the workplace.

Evidence of performance of evaluating maintenance and development needs for two or more building and ground sites is required to demonstrate consistency of performance and ability to respond to different situations.

Knowledge Evidence

Demonstrated knowledge of:

- methods for preventative maintenance
- techniques for asset preservation, including
  - repairing buildings and structures
  - repairing paths
  - pest eradication
  - garden maintenance
- building and grounds maintenance and development needs plans and reporting
- environmental impacts in relation to building and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- sustainable design principles in relation to building
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance, including:
  - work health and safety/occupational health and safety
  - workers' compensation legislation and regulations
  - cemetery Acts and by-laws
  - Crematorium Acts
  - local government regulations
  - Lands Act
  - Public Health Act

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  - Environment Protection Act
  - Australian standards
  - Safe Work Australia certification and standards
  - Traffic Acts and regulations
- workplace policies and procedure in regard to building and grounds maintenance and development.

Assessment Conditions

Skills must be demonstrated in a workplace where building and grounds inspections can occur to inform the development of plans, schedules and reports:

- using suitable equipment and resources, including:
  - maintenance reports and building and grounds development proposals
- under industry operating conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - interaction with team members and relevant personnel

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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SIFCBGM008 Coordinate building and grounds maintenance and development

Modification History

Not applicable.

Application

This unit describes the performance outcome, skills and knowledge required to coordinate and monitor the implementation of building and grounds maintenance and development activities, coordinate the flow of information between stakeholders regarding these activities, and evaluate the extent to which the activities meet goals and stakeholder needs. It applies to staff involved in supervising general building and grounds maintenance staff. It involves ensuring that all work is performed according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Building and Grounds Maintenance

Unit Sector

Cemetery and Crematoria

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Coordinate and monitor activities, resources and plans.	1.1 Monitor and measure building and grounds maintenance and development against work requirements. 1.2 Obtain authorisation from appropriate personnel for new building and grounds maintenance and development activities. 1.3 Identify issues, problems and risks and develop a range of strategies to address them. 1.4 Provide solutions or recommendations to appropriate

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	personnel, including proposed contractors or tradespersons. 1.5 Follow procedures to ensure proposed contractors are appropriately licensed or qualified. 1.6 Receive authorisation from appropriate staff before implementing recommendations or solutions. 1.7 Keep accurate records of authorised changes.
2. Coordinate information flow.	2.1 Provide key stakeholders with timely, accurate and relevant information regarding building and grounds maintenance and development. 2.2 Provide team members and higher level managers with opportunities to contribute information towards building and grounds maintenance and development.
3. Monitor building and grounds maintenance and development activities.	3.1 Check and evaluate routine maintenance activities. 3.2 Evaluate building and grounds development activities on completion according to work requirements and stakeholder needs. 3.3 Identify problems and take corrective action. 3.4 Make recommendations regarding changes or improvements in future building and grounds maintenance projects.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SIFBGM007A Coordinate building and grounds maintenance and development.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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Assessment Requirements for SIFCBGM008 Coordinate building and grounds maintenance and development

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to:

- monitor and evaluate routine and non-routine building and grounds maintenance and development activities according to stakeholder requirements and workplace policies and procedures
- identify potential issues, problems and risks and propose solutions
- evaluate completed developments and develop recommendations for future improvements in building and grounds maintenance projects.

Evidence of performance of coordinating two or more building and grounds maintenance and development projects is required to demonstrate consistency of performance and ability to respond to different situations.

Knowledge Evidence

Demonstrated knowledge of:

- building and grounds maintenance and development requirements, including:
  - building and structure construction
  - path construction
  - building and structure repair
  - path repair
  - vault installations
  - pest eradication
  - garden maintenance
  - garden development
  - roof maintenance.
- key stakeholders and appropriate protocols in working effectively with key stakeholders
- potential issues, problems and risks associated with coordinating building and grounds maintenance and development, and effective risk management strategies used to overcome these
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance

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- workplace policies and procedure regarding the coordination of activities, resources and plans.

Assessment Conditions

Skills must be demonstrated in a workplace where building and grounds maintenance activities are carried out and can be evaluated:

- using suitable equipment and resources, including:
  - building and grounds maintenance schedules and work proposals
- under industry operating conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with team members and relevant personnel

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6

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