

THC04 CARAVAN TRAINING PACKAGE

VOLUME 1: QUALIFICATIONS, ASSESSMENT GUIDELINES AND SUPPORTING INFORMATION

This is the first of four volumes which comprise the endorsed components of the Caravan Industry Training Package. This volume must be used in conjunction with other relevant volumes, as follows:

Volume 2	General Competency Standards all sectors
Volume 3	General Competency Standards all sectors
Volume 4	Competency Standards for Manufacturing, Servicing, Retailing and Caravan Parks



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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

The version number of this Training Package is located below the copyright statement on the imprint page (the page after the title page). Check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, the number of the latest version can be provided by: Service Industries Skills Council (<http://www.serviceskills.com.au/>).

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 Training Package review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

MODIFICATION HISTORY – ENDORSED MATERIALS			
Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information (http://www.ntis.gov.au).			
THC04 Caravan Industry Training Package			Sheet: 1 of 1
Version	Date of Release	Authorisation:	Comments
			<p>Please note that the following qualifications are superseded by equivalent qualifications in SIT07 V2:</p> <p>THC20404 Certificate II in Caravan Park Operations has been replaced by SIT20509 Certificate II in Holiday Parks and Resorts</p> <p>THC30404 Certificate III in Caravan Park Operations has been replaced by SIT31209 Certificate III in Holiday Parks and Resorts</p> <p>THC40404 Certificate IV in Caravan Park Supervision has been replaced by SIT40809 Certificate IV in Holiday Parks and Resorts</p> <p>THC50404 Diploma of Caravan Park Management has been replaced by SIT50409 Diploma of Holiday Parks and Resorts.</p>
1	11/05/2004	ANTA	Category 1 changes: the seven innovation units THHICS01A to THHICS07A were incorrectly coded and should be recoded as THCICS01A to THCICS07A.
1	27/02/2004	NTQC	THC04 - Reviewed version which supersedes the original version THC99.

Forms control: All endorsed training packages will have a version number displayed on the imprint page and footer of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately before the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

List of Qualifications in the Caravan Industry Training Package

National Codes and Titles	
THT10102	Certificate I in Tourism (Australian Indigenous Culture)
Recreational Vehicle Manufacturing	
THC20104	Certificate II in Recreational Vehicle Manufacturing
THC30104	Certificate III in Recreational Vehicle Manufacturing
THC40104	Certificate IV in Recreational Vehicle Manufacturing
THC50104	Diploma of Recreational Vehicle Manufacturing
Recreational Vehicle Servicing	
THC20204	Certificate II in Recreational Vehicle Servicing
THC30204	Certificate III in Recreational Vehicle Servicing
THC40204	Certificate IV in Recreational Vehicle Servicing
Recreational Vehicle and Accessories Retailing	
THC20304	Certificate II in Recreational Vehicle and Accessories Retailing
THC30304	Certificate III in Recreational Vehicle and Accessories Retailing
THC40304	Certificate IV in Recreational Vehicle and Accessories Retailing
Caravan Parks	
THC20404	Certificate II in Caravan Park Operations
THC30404	Certificate III in Caravan Park Operations
THC40404	Certificate IV in Caravan Park Supervision
THC50404	Diploma of Caravan Park Management

List of Units of Competency

VOLUME TWO

Common Core (Caravans)

Unit Code	Unit Title
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health, safety and security procedures
THCCOR04B	Develop and Update Caravan Industry Knowledge
THCCOR05B	Plan and organise daily work

Customer Service, Sales and Marketing

THHGCS01B	Develop and Update Local Knowledge
THHGCS02B	Promote products and services to customers
THHGCS03B	Deal with conflict situations
THHGCS04B	Make presentations
THHGCS05B	Organise in-house functions
THHGCS06B	Plan and implement sales activities
THHGCS07B	Co-ordinate marketing activities
THHGCS08B	Establish and conduct business relationships
THTSMA01B	Co-ordinate the production of brochures and marketing materials
THTSMA02B	Create a promotional display / stand

Hygiene, Health, Safety and Security

THHGHS01B	Follow workplace hygiene procedures
THHGHS02B	Clean premises and equipment
THHGHS03B	Provide first aid
THHGHS11A	Manage casualty in a remote area
THCGHS04B	Handle hazardous materials safely
THCGHS06B	Meet OH&S requirements associated with electrical work
THCGHS08B	Respond to emergencies
THCGHS09B	Tow a recreational vehicle safely
UTE NES209B	Attach flexible cords & plugs to electrical equipment to 250 volt supply
UTGNGS204A	Fill gas cylinders
THHADTHS01B	Plan and conduct evacuation of premises

Quality Assurance

THCGQA01B	Apply quality standards and procedures
THCGQA02B	Develop, implement and monitor quality standards and procedures

General Administration

THHGGA01B	Communicate on the telephone
THHGGA02B	Perform office procedures
THHGGA03B	Source and present information
THHGGA04B	Prepare business documents
THHGGA05B	Plan and manage meetings
THHGGA06B	Receive and store stock
THHGGA07B	Control and order stock
THHGGA10B	Monitor and obtain materials and services

Financial Administration

THHGFA01B	Process financial transactions
THHGFA02B	Maintain financial records
BSBADM309A	Process accounts payable and receivable
BSBADM308A	Process payroll
BSBADM310A	Maintain a general ledger
THHGFA06A	Interpret financial information
BSBADM505A	Manage payroll
BSBADM408A	Prepare financial reports

Computer Technology

BSBCMN108A	Develop keyboard skills
BSBCMN205A	Use business technology
BSBCMN213A	Produce simple word-processed documents
BSBCMN306A	Produce business documents
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases
BSBADM306A	Create electronic presentations
BSBADM403A	Develop and use complex databases
BSBCMN214A	Create and use simple spreadsheets
BSBADM404A	Develop and use complex spreadsheets

Merchandise Sales

WRRS1B	Sell products and services
WRRS2B	Advise on products and services
WRRCS2B	Apply point of sale handling procedures
WRRLP2B	Minimise theft
WRRM1B	Merchandise products

Training and Assessment

THHGTR01B	Coach others in job skills
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training

Supporting Technical Skills

THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCSTS02A	Use hand and power tools
THCSTS03A	Use small plant and equipment
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS06A	Produce computer-aided designs (CAD) for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
MEM5.12AB	Perform routine manual metal arc welding
MEM5.50AA	Perform routine gas metal arc welding

VOLUME THREE

Leadership and Management

Business Operations and Administration

THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE03B	Develop and implement operational plans
THHGLE04B	Establish and maintain a safe and secure workplace
THHGGA08B	Plan and establish systems and procedures
THHGGA09B	Manage projects
THHGLE16B	Manage physical assets
THHGLE17B	Manage and purchase stock
THHGLE18B	Monitor and maintain computer systems
THHGLE19B	Develop and implement a business plan
THHGLE20B	Develop and update the legal knowledge required for business compliance
THHGLE22A	Manage risk

People Management

THHGLE05B	Roster staff
THHGLE06B	Monitor staff performance
THHGLE07B	Recruit and select staff
THHGLE08B	Lead and manage people
THHGLE09B	Manage workplace diversity
THHGLE10B	Manage workplace relations
THHGLE21B	Provide mentoring support to business colleagues

Customer Service

THHGLE11B	Manage quality customer service
THHGLE12B	Develop and manage marketing strategies

Financial Management

THHGLE13B	Manage finances within a budget
THHGLE14B	Prepare and monitor budgets
THHGLE15B	Manage financial operations

E-business

THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS601A	Develop an e-business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy
BSBEBUS504A	Implement an e-business strategy
BSBEBUS613A	Develop online customer service strategies
BSBEBUS614A	Build online customer loyalty
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS604A	Develop a business website strategy
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS407A	Review and maintain the business aspects of a website
THHGCT05A	Build and launch a website for a small business
CUFIMA01A	Produce and manipulate digital images

BSBEBUS521A	Plan e-marketing communications
BSBEBUS522A	Conduct e-marketing communications
BSBEBUS401A	Conduct online research
BSBEBUS516A	Manage online purchasing
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments systems
BSBEBUS517A	Manage online inventory
BSBEBUS404A	Trade online
BSBEBUS405A	Conduct online financial transactions
ICAITS193A	Connect a workstation to the Internet
ICAITS017C	Maintain System Integrity
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS403A	Communicate electronically

Innovation

THCICS01A	Contribute to workplace improvements
THCICS02A	Share ideas in the workplace
THCICS03A	Develop innovative ideas at work
THCICS04A	Originate and develop a concept
THCICS05A	Lead a team to foster innovation
THCICS06A	Create an innovative work environment
THCICS07A	Set up systems that support innovation

VOLUME FOUR

Recreational Vehicle Manufacturing

THCMAN01B	Build a recreational vehicle chassis
THCMAN02B	Build the floor for a recreational vehicle
THCMAN03B	Construct and install the walls and roof for a recreational vehicle
THCMAN04B	Install 12/24Volt DC cabling in a recreational vehicle
THCMAN05B	Install LP gas systems in a recreational vehicle
THCMAN06B	Install furniture and appliances in a recreational vehicle
THCMAN07B	Install and connect the low pressure water system within a recreational vehicle
THCMAN08B	Sheet, glaze and finish a recreational vehicle
THCMAN09B	Build furniture for a recreational vehicle
THCMAN10A	Assess and carry out non-structural modifications to the chassis of a recreational vehicle

Recreational Vehicle Servicing

THCSER01B	Repair or service a recreational vehicle chassis
THCSER02B	Replace floorcoverings in a recreational vehicle
THCSER03B	Repair the walls and roof of a recreational vehicle
THCSER04B	Repair or replace 12/24 Volt DC cabling in a recreational vehicle
THCSER05B	Repair/service LP gas systems in a recreational vehicle
THCSER06B	Remove and re-install furniture and appliances in a recreational vehicle
THCSER07B	Service/repair the water system in a recreational vehicle
THCSER08B	Repair damaged sheeting and glazing of a recreational vehicle
THCSER09B	Repair furniture for a recreational vehicle
THCSER10A	Repair or service running gear for a recreational vehicle
THCSER11A	Assess and quote the job

Recreational Vehicle and Accessories Retailing

THCRET01B	Plan and construct an outdoor marketing display
WRRM3B	Co-ordinate merchandise presentation
WRR01B	Manage merchandise and store presentation
WRR14B	Buy merchandise
WRRLP4B	Maintain store security

Caravan Park Office

THHCOR02B	Work in a socially diverse environment
THTTCO01B	Develop and update tourism industry knowledge
THHBFO02B	Provide accommodation reception services
THHGCS01B	Develop and update local knowledge
THHGCS03B	Deal with conflict situations
THTSOP01B	Operate an automated information system
THTSOP03B	Access and interpret product information
THTSOP04B	Sell tourism products and services
THTSOP06B	Receive and process reservations
THTSOP07B	Book and co-ordinate supplier services
THTSOP08B	Operate a computerised reservations system
THTPPD02B	Research tourism data
THTPPD03B	Source and package tourism products and services

THTPPD04B	Plan and implement minimal impact operations
THTPPD12B	Develop host community awareness of tourism
THTPPD13B	Assess tourism opportunities for local communities
THFTG07B	Research and share general information on indigenous Australian cultures
THFTG08B	Interpret aspects of local Australian indigenous culture
THCGCS09A	Organise in-house recreational activities
THHBH01B	Provide housekeeping services to guests
THHBH03B	Prepare rooms for guests

Parks Grounds and Maintenance

THTGTM01B	Carry out general maintenance
THTGTM02B	Carry out grounds maintenance
THTGTM03C	Monitor pool water quality
THTGTM04B	Carry out specialist maintenance and construction
THTGTM05C	Supervise maintenance operations
THCGTM06B	Use, transport and store chemicals and biological agents
THCGTM07B	Install and/or modify irrigation systems
THCGTM08B	Operate irrigation systems
THCGTM09A	Provide turf care
THCGTM10A	Control weeds, plant pests and diseases
THCGTM11A	Collect waste or recyclables
THCGTM12A	Operate tractors, machinery and equipment
RTC2304A	Operate and maintain chainsaws
TDTB397B	Carry out vehicle servicing and maintenance
RTC2026A	Undertake propagation activities
RTF3036A	Plan and establish planted displays
RTF2017A	Prune shrubs and small trees
RTC2005A	Fell small trees
RTF2208A	Lay paving
THCGTM13A	Construct timber, concrete or modular structures
THCGTM14A	Set out landscape works
THCGTM15A	Plan and implement environmentally responsible practices
THCGTM16A	Develop and implement a grounds maintenance program
RTC4905A	Cost a project
THTPPD06B	Plan and develop ecologically sustainable tourism operations

Summary Mapping to Previous Training Package

Current	Previous
THT10102: Certificate I in Tourism (Australian Indigenous Culture)	
THC20104 Certificate II in Recreational Vehicle Manufacturing	THC20199 Certificate II in Recreational Vehicle Manufacturing
THC30104 Certificate III in Recreational Vehicle Manufacturing	THC30199 Certificate III in Recreational Vehicle Manufacturing
THC40104 Certificate IV in Recreational Vehicle Manufacturing	THC40199 Certificate IV in Recreational Vehicle Manufacturing
THC50104 Diploma of Recreational Vehicle Manufacturing	
THC20204 Certificate II in Recreational Vehicle Servicing	THC20299 Certificate II in Recreational Vehicle Servicing
THC30204 Certificate III in Recreational Vehicle Servicing	THC30299 Certificate III in Recreational Vehicle Servicing
THC40204 Certificate IV in Recreational Vehicle Servicing	THC40299 Certificate IV in Recreational Vehicle Servicing
THC20304 Certificate II in Recreational Vehicle and Accessories Retailing	THC20399 Certificate II in Recreational Vehicle and Accessories Retailing
THC30304 Certificate III in Recreational Vehicle and Accessories Retailing	THC30399 Certificate III in Recreational Vehicle and Accessories Retailing
THC40304 Certificate IV in Recreational Vehicle Retailing	THC40399 Certificate IV in Recreational Vehicle and Accessories Retailing
	THC10199 Certificate I in Caravan Park Operations
THC20404 Certificate II in Caravan Park Operations	THC20499 Certificate II in Caravan Park Operations
THC30404 Certificate III in Caravan Park Operations	THC30499 Certificate III in Caravan Park Operations
THC40404 Certificate IV in Caravan Park Supervision	THC40499 Certificate IV in Caravan Park Supervision
THC50404 Diploma of Caravan Park Management	THC50199 Diploma of Caravan Park Management

Details of specific changes to qualifications and competency standards are found in Appendix A

Introduction

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 people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements, and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

HOW DO TRAINING PACKAGES FIT WITHIN THE NATIONAL TRAINING FRAMEWORK?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training system, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

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 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?

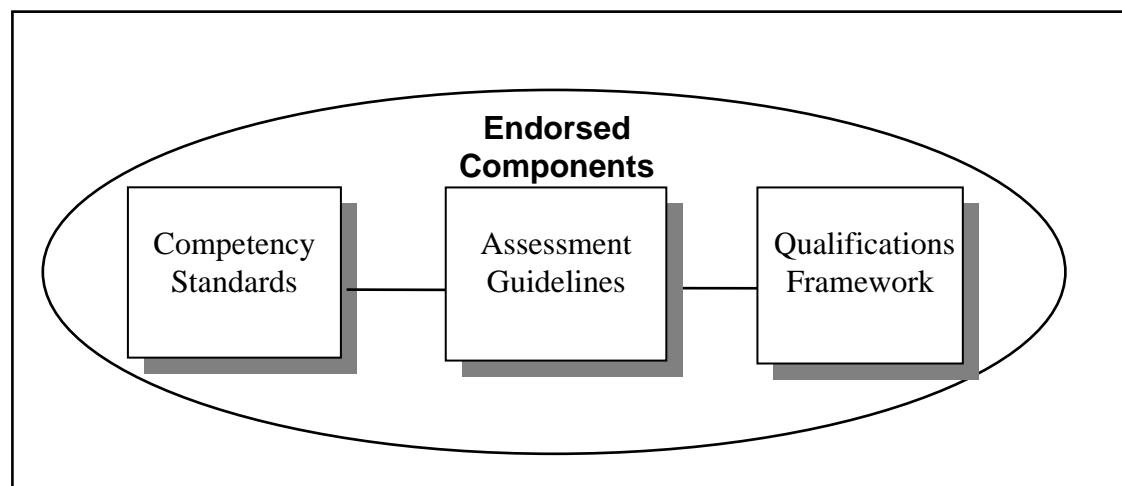
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF Standards for Registered Training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

TRAINING PACKAGE COMPONENTS

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

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.



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 Standards for Registered Training Organisations. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

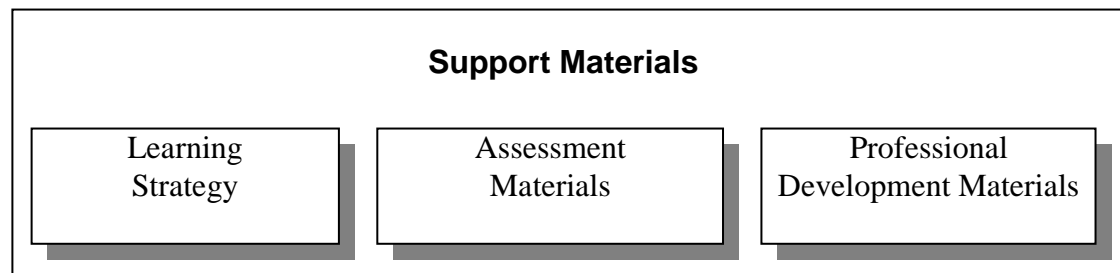
Qualifications Framework

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.

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (<http://www.ntis.gov.au>).



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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 title always following the code.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example THH97. 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 ICT50302. The first three letters identify the Training Package; the first number identifies the qualification level; 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. The 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.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in THHGCS01A. The first three characters signify the Training Package (THH97 Hospitality Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. 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

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, and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- ICT40302 Certificate IV in Telecommunications (Computer Systems)
- ICT50302 Diploma of Telecommunications (Computer Systems).

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:

- ICTCC252A Resolve customer complaints
- FNBLIF29A Undertake risk assessment.

The Caravan Industry Training Package

THE CARAVAN INDUSTRY

The Australian caravan industry is Australia's fastest growing tourism sector and an important industry in the Australian economy. Currently, the caravan industry and associated manufacturing, service and supply industries are worth over \$2 billion annually (Caravan Industry Australia). There are approximately 2,700 caravan parks in Australia providing approximately 200,000 holiday sites and some 350,000 registered recreational vehicles (Recreational Vehicle Manufacturers Association of Australia).

The industry is experiencing rapid growth, both in terms of increased night accommodation rates, and increased caravan production. In 2002 there was an increased occupancy rate in caravan parks of 10%, and sales of Recreational Vehicles (RVs) and caravans have averaged a 15% growth in the last 7 years. Forecasts show that this trend is set to continue. The growth in popularity of "caravanning" will continue as more Australians choose to travel in their "own backyard". Recent world events and the SARS outbreak will turn more travellers away from overseas holidays. Seniors (60+) are the highest consumers of domestic travel and with the ageing of the Australian population, the market is huge.

Occupancy of caravan parks by permanent residents is also on the increase, as many opt for an alternative life-style which is more economical than city living and offers more freedom and a range of travel and recreational opportunities.

This increased demand for caravanning is flowing through to manufacturers, and is evidenced by increases in orders for new caravans, and also in attendance at caravan shows. As the appeal of caravanning holidays reaches a wider audience, there is a growing demand for increasingly sophisticated caravans and services.

Skills Requirements of the Caravan Industry

Rapid growth can highlight specific difficulties for any industry, and in the caravan industry there have been some difficulties with the recruitment and maintenance of skilled staff. This has been exacerbated by the increasing need for risk management, compliance with government regulations, and the rapid increase in technology. The skills needed for managing a successful caravan park or manufacturing business are also increasingly more sophisticated. Compliance with government regulations and processes demands high level skills in 'paperwork'; marketing of services and products requires analysis of existing and potential opportunities; and business planning skills, including human resource management and development, require understanding of a range of operations. While training in these areas has been previously available through management-type courses, these are often broad and not especially relevant to the caravan industry.

-
- Changes in human resource management including the growth in small business, changes in working arrangements such as increasing part-time and casual employment, and the use of outsourcing arrangements and labour hire firms, also adds to the complexity of management. The large number of casual and part-time employees also increases the difficulty of providing structured and consistent training.
 - As the caravan industry expands, there is an increasing awareness of the need for training and assessment, as part of skills development and increasing professionalism of the industry. Key issues identified are
 - the need for training and the development of a “training culture ”within the industry
 - the need for career pathways and portability of qualifications for new and existing employees, particularly between other sectors of tourism and hospitality
 - skills recognition for existing workers, supervisors and managers
 - increasing risk-management needs and legal compliance, especially in the parks area
 - impacts of technology, particularly the use of internet-based and sourced transactions and the gradual computerisation of the design and manufacturing processes for recreational vehicles.

THE CARAVAN INDUSTRY TRAINING PACKAGE

The caravan industry Training Package was developed and endorsed in 1999 in response to the growth of the industry and subsequent need for skilling and recognition of the caravan workforce. In consultation with the industry’s peak body, Caravan Industry Australia Ltd, the Training Package was developed to address the skills needs of all sectors of the industry.

The Training Package covers the four sectors of the industry:

- Caravan Parks
- Recreational vehicle Manufacturing
- Recreational Vehicle Servicing
- Recreational Vehicle and Accessories Retailing

The definition of a recreational vehicle includes:

- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan.

The Training Package does not include 4 wheel drives and other kinds of self-driven recreational vehicles which are covered by the Automotives Training Package. Manufacturing enterprises are varied in size and can manufacture all on site, or sub-contract various parts. Most contain a service and sales sector. Servicing and sales is also conducted by a large number of small to large agencies distributed nationally.

Caravan parks may be for holiday-makers or permanent residents and may be referred to as holiday parks, resorts, camping grounds. They are linked to a range of ancillary services and sectors including maintenance, housekeeping, security, food and beverage service, sport and recreation, attractions, meetings and events, horticulture and aged care. The Caravan Training Package accommodates linkages to all these areas, although aged care is not addressed as it is covered in the Community Services and Health Training Package.

THE TRAINING PACKAGE REVIEW

The review was conducted nationally with the assistance of the Tourism Training Network. The review sought feedback from industry, training providers, State Training Authorities (STAs) and other stakeholders using interviews, focus groups, mail and the Internet. All feedback and comments have been addressed. It was conducted in two stages: Stage One was Consultation and Recommendations, and Stage Two, Review and Validation.

The Stage One consultation pointed to a general satisfaction with the Training Package, although there were some concerns, in particular regarding the staging of skills in the Manufacturing and Servicing streams. Feedback indicated that there were some underpinning skills required to carry out manufacturing and servicing, which had not been highlighted. Other concerns related to training delivery and assessment of skills within areas requiring licensing, such as electrical, air conditioning, plumbing, gas fitting and forklift operations. Some gaps were identified in relation to technology (eg. e-business and computerisation of design and manufacturing of recreational vehicles). The need for a Diploma to provide a qualification and training pathway for manufacturing and servicing was identified, as was the need to identify a pathway for caravan park managers. The need to re-examine the Certificate 1 in Caravan Park Operations was also raised.

The Review was impacted upon by the review of the Tourism and Hospitality Training Packages, under which all competency standards were reviewed. This affected all the General and Cross-industry standards as well as the tourism standards which are included in Caravan Industry Qualifications. Other industry Training Package reviews have also affected the Package and reviewed competency standards have been imported where appropriate.

All issues addressed in Stage One of the review were addressed, and, following further widespread consultation and validation, the final reviewed Training Package was supported and endorsed by the Steering Committee.

Implementation Issues

As the Caravan Training Package is relatively new, implementation is still fairly limited, particularly in regional areas for the caravan park sector. Traineeships are now in place, however, and are being taken up. This is despite some initial difficulties and delays, due to industrial relations issues, a lack of a training culture within the industry, lack of resources, and few trainers and assessors in this area.

These issues could not be addressed within the reviewed Training Package, however, it is anticipated that these will be addressed by the industry in the near future.

Licensing

There were some impediments to implementation highlighted in the review due to licensing issues.

This was mainly due to the various State/Territory licensing requirements related to areas such as plumbing, electrical, gas fitting, air-conditioning and welding, which prevented trainees or caravan employees from completing essential work as part of manufacturing and servicing. In most States, a full licence is required, although partial licences are possible in other States.

Following extensive and on-going consultation during the Review, all standards and qualifications have now been carefully examined to ensure that all tasks involved can be achieved under particular State/Territory licensing arrangements. Those units which cannot be achieved under licensing requirements have been retained as electives for achievement in those States where licensing requirements permit.

CHANGES MADE IN THE REVIEW

A summary of key changes made in this reviewed version is as follows:

- review of all qualifications to ensure alignment with AQF, provide better staging of skills and to provide maximum flexibility while meeting industry skills requirements
- development of a Diploma of Recreational Vehicle Manufacturing to provide a pathway for the manufacturing and servicing sectors
- removal of Certificate 1 in Caravan Park operations
- removal of impediments to achievement of qualifications due to State/Territory licensing requirements
- expansion of industry guidance for packaging qualifications through the inclusion of examples of elective groups for particular job outcomes
- development of supporting information in Volume One such as a summary of unit content, guidance on AQF packaging, and mappings of pre-requisite units and generic skills, plus Supporting Information on resource requirements for assessment, training and assessment for equity groups and indigenous people, and advice on addressing language, literacy and numeracy
- general enhancement of all competency standards, including more detailed guidance on knowledge requirements, improved guidance on assessment, and more specific and rigorous assessment requirements
- minor changes to some competency standards in codes, titles and/or content
- development or incorporation of competency standards to cover new area including e-business, languages other than English and innovation
- development of new competency standards to fill in identified gaps including a new stream on supporting technical skills
- inclusion of the latest versions of competency standards reviewed under other industry reviews including Tourism, Hospitality, Retail and Horticulture
- the provision of examples within each competency standard on the application of Key Competencies and suitable assessment methods.

For a detailed list of specific changes to qualifications and competency standards, refer to Appendix A.

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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, 3rd Edition 2002. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or email aqfab@curriculum.edu.au.

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 six AQF qualifications.

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

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 *Australian Quality Training Framework Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *Australian Quality Training Framework Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, 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.

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 selection 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
- 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 judgement 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

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.

NATIONAL CARAVAN INDUSTRY QUALIFICATIONS

RECREATIONAL VEHICLE MANUFACTURING	RECREATIONAL VEHICLE SERVICING	RECREATIONAL VEHICLE & ACCESSORIES RETAILING	CARAVAN PARKS
			<i>Certificate I in Tourism (Australian Indigenous Culture or Certificate 1 in Hospitality Operations*</i>
Certificate II In Recreational Vehicle Manufacturing	Certificate II In Recreational Vehicle Servicing	Certificate II In Recreational Vehicle And Accessories Retailing	Certificate II In Caravan Park Operations
Certificate III In Recreational Vehicle Manufacturing	Certificate III In Recreational Vehicle Servicing	Certificate III In Recreational Vehicle And Accessories Retailing	Certificate III in Caravan Park Operation
Certificate IV In Recreational Vehicle Manufacturing	Certificate IV In Recreational Vehicle Servicing	Certificate IV In Recreational Vehicle And Accessories Retailing	Certificate IV in Caravan Park Supervision
<i>Diploma of Recreational Vehicle Manufacturing (new)</i>			Diploma of Caravan Park Management
			<i>Advanced Diploma of Tourism Management**</i>

* suitable pathways to a Certificate II with appropriate electives

** appropriate higher level qualification, with Caravan Park operations electives

The Caravan Industry Qualifications

There are 14 qualifications in the Caravan Industry Training Package. These are arranged in four sector streams:

- Recreational Vehicle Manufacturing
- Recreational Vehicle Servicing
- Recreational Vehicle and Accessories Retailing
- Caravan Park Operations

The Caravan Parks stream is divided into two areas:

- Caravan Park Office
- Parks, Grounds and Maintenance

Packaging of Units of Competence for a Qualification

Qualifications may be achieved in a number of ways, but however they are gained, they must be based on the achievement of a package of competency standards. The packaging of units of competence into certificates is based on workplace requirements with qualifications aligned to real jobs in the industry. Each certificate has been carefully developed in consultation with industry to ensure that they meet industry needs and align to the Australian Qualification Framework. As the qualifications are flexible, however, they can be tailored to meet the needs of jobs across all sectors of the industry and for all types of enterprises.

Each qualification is made up of core and elective units:

- the core units for each qualification ensure the integrity of the qualification
- the choice from a wide range of electives provides flexibility.

Electives should be selected to meet the job outcomes sought by the candidate and the needs of the industry. Assistance in selection of electives is provided as each qualification provides examples of electives selected to meet typical jobs in the industry.

Entry Points to Qualifications

Each qualification clearly lists all the units of competence required for that particular qualification. This means, for example, that the core units of competence required for a Certificate II in Caravan Park Operations still appear as core units of competence for a Diploma of Caravan Park Management.

This “embedding” or “nesting” has been done for two reasons:

- To articulate the complete range of skills required to achieve each qualification rather than relying on references to pre-requisites or entry requirements for each successive qualification
- To ensure that higher level qualifications focussing on management or supervisory skills also contain the required “hands on” or practical skills.

Existing employees who have already achieved some of the skills do not need to re-do training in these but can achieve them through Recognition of Prior Learning or Recognition of Current Competence (RPL or RCC).

Pathways to and from Qualifications

There is no Certificate 1 in the Caravan industry qualifications because no job outcomes can be achieved at this level of qualification. However, suitable pathways to a Certificate II may be as follows:

- **Recreational Vehicle Manufacturing and Servicing areas:** - with relevant units related to general work skills, such as measuring and calculating, use of tools and equipment, planning and organising daily work and reading plans and specifications.
- **Caravan Parks** - with completion of a Certificate 1 in Tourism (Australian Indigenous Culture) or Certificate 1 in Hospitality Operations, and careful selection of electives, relevant to a caravan park context.

There would also be credit transfer from Caravan Industry qualifications to a range of qualifications from related industries such as Tourism, Hospitality, Horticulture and Boat building as most Caravan Industry qualifications contain units of competence from other Training Packages. A suitable higher-level qualification for Caravan Parks would be the Advanced Diploma of Tourism Management.

Contextualisation of Qualifications

The Caravan Industry qualifications may be contextualised by including elective units from a range of areas, including from other Training Packages. The packaging maximises choice, giving individuals and enterprises the opportunity to combine competencies in ways that suit them. For example, in the Certificate IV in Caravan Park Supervision, electives can be selected from any area of the Caravan Package or “any relevant endorsed Training Package”. Some certificates, however, are quite prescriptive in nature, to reflect the specific skills required in that sector and at that particular level.

In the Caravan Park qualifications, the two streams of competency standards allow for specialisation in either of these streams as well as multi-skilling, in order to address the needs of all types of parks: large or small, accommodation only or providing a wide range of services.

Linkages to Other Units and Training Packages

The requirement to achieve some competency standards prior to or in conjunction with other units is identified in the Evidence Guides for individual units of competence. However, these “pre-requisites” have been kept to a minimum to give RTOs flexibility in packaging and to ensure that the requirements for each qualification can be understood easily. In most cases, any pre-requisites are reflected in preceding qualifications. However, RTOs should carefully check for any pre-requisite requirements when constructing a course. A table showing pre-requisite requirements for all units is found in Appendix D.

The Caravan Industry Training Package has several units of competence which have been “imported” from other Industry Training Packages, for example, from Horticulture or Retail. This has been done to increase transferability to and from other industry areas and

qualifications and to maximise use of training resources. Some of these units may have pre-requisites. RTOs should if necessary, contact the relevant Skills Council to clarify any requirements.

The unit, THCMAN01B Build a Chassis for a recreational vehicle, has a requirement for a choice of welding units of competence from the Metals and Engineering Package. RTOs should consult with industry and the appropriate Skills Council to determine which of these are relevant.

New Apprenticeships

The term “New Apprenticeships” incorporates both apprenticeships and traineeships. Trainees or apprentices may be employed full time or part time. Generally, they will undergo a combination of training and assessment at work and at a training institution, or undertake all their training in the workplace. Trainees and apprentices are employed by an enterprise under a training contract which sets out the training to be provided. Alternately, the employer can be a group training company, which employs trainees and rotates them between a number of employers.

Training can be provided at set times (such as one day a week), in negotiated blocks of time or through other arrangements agreed by the enterprise and the training organisation. The timeframe to complete New Apprenticeships in the Caravan Industry varies according to the Certificate and should be negotiated at State/Territory level between industry, State Training Authorities and RTOs.

The Caravan Industry Training Package enables New Apprenticeships at any level. Whilst the Package does not preclude any of the qualifications being achieved via this pathway, it is unlikely that the industry will offer apprenticeships at the highest level of diploma in the foreseeable future. All Certificate II, III and level IV qualifications listed in this training framework would be appropriate for apprenticeships and traineeships.

Licensing Arrangements

There are currently no impediments to achievement of Certificates in Recreational Vehicle Manufacturing and Servicing, due to State/Territory licensing requirements. Achievement of those units involving LP Gas which are restricted under most licensing arrangements, are electives and may be achieved in those States where licensing requirements permit.

The unit, THCMAN01B Build a recreational vehicle, should only be undertaken where suitable welding units are also undertaken. These are listed in the unit of competence.

VET in Schools

Certificate II in Caravan Park Operations would be the most appropriate qualification for VET in schools programs. A pathway to Certificate II could be provided by the following certificates as there would be significant credit transfer:

- Certificate 1 in Tourism (Australian Indigenous Culture), or:
- Certificate 1 in Hospitality (Operations)

Certificates for Equity Groups

No one is precluded from achieving any qualifications in the Caravan Training Package. Advice on training and assessment of people from equity groups is provided in the Supporting Information in this volume.

THT10102: CERTIFICATE I IN TOURISM (AUSTRALIAN INDIGENOUS CULTURE)

Core Units	
THHCOR01B	Work with colleagues & customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THTTCO01B	Develop and update tourism industry knowledge
THTFTG08B	Interpret aspects of local Australian indigenous culture
Elective Units	
<p>One (1) unit selected from the Tourism Training Package or any relevant endorsed Training Package. Only one language unit may be counted as an elective within this qualification.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.</p>	

Guidance on Selecting Electives for the Certificate I in Tourism (Australian Indigenous Culture)

The Certificate I in Tourism (Australian Indigenous Culture) is designed to reflect the very specific role of an Australian Indigenous person or other individual approved of by local elders who shares aspects of his or her culture with visitors in an informal way.

Examples of areas of the Tourism Training Package relevant to this qualification are as follows:

- Guiding
- Attractions and Theme Parks
- Sales/Office Operations

Examples of other Training Packages relevant to this qualification are as follows:

- Caravan Industry
- Museums
- Outdoor Recreation
- Entertainment
- Local Government
- Land Management

NOTE: This certificate is not endorsed as part of the Caravan Industry Training Package however, has been included for your convenience as it provides a relevant pathway to a Certificate II in Caravan Park Operations. For other Tourism or Hospitality qualifications and competency standards, please refer to the relevant Training Packages.

THC20104 CERTIFICATE II IN RECREATIONAL VEHICLE MANUFACTURING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
Two (2) units selected from the following pool:	
THCMAN02B	Build the floor for a recreational vehicle
THCMAN03B	Construct and install the walls and roof for a recreational vehicle
THCMAN04B	Install 12/24 volt DC cabling in a recreational vehicle
THCMAN05B	Install LP gas systems in a recreational vehicle
THCMAN06B	Install furniture and appliances
THCMAN07B	Install and connect the low pressure water system within a recreational vehicle
THCMAN08B	Sheet, glaze and finish a recreational vehicle
THCMAN09B	Build furniture for a recreational vehicle
THCMAN10B	Assess and carry out non-structural modifications to the chassis of a recreational vehicle
THCGQA01B	Apply quality standards and procedures
THCSTS03A	Use small plant and equipment
MEM5.12AB	Perform routine manual metal arc welding
MEM5.50AA	Perform routine gas metal arc welding

The **Certificate II in Recreational Vehicle Manufacturing** is designed to reflect the role of entry-level employees working in the Recreational Vehicle Manufacturing Industry.

THC30104 CERTIFICATE III IN RECREATIONAL VEHICLE MANUFACTURING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCGQA01B	Apply quality standards and procedures
THHGTR01B	Coach others in job skills
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
Elective Units	
Eight (8) units selected from the following pool:	
THCMAN02B	Build the floor for a recreational vehicle
THCMAN03B	Construct and install the walls and roof for a recreational vehicle
THCMAN04B	Install 12/24 volt DC cabling in a recreational vehicle
THCMAN05B	Install LP gas systems in a recreational vehicle
THCMAN06B	Install furniture and appliances within a recreational vehicle
THCMAN07B	Install and connect the water system within a recreational vehicle
THCMAN08B	Sheet, glaze and finish a recreational vehicle
THCMAN09B	Build furniture for a recreational vehicle
THCMAN10B	Assess and carry out non-structural modifications to the chassis of a recreational vehicle
THCSTS03A	Use small plant and equipment
THHGHS03B	Provide first aid
MEM5.12AB	Perform routine manual metal arc welding
MEM5.50AA	Perform routine gas metal arc welding

The **Certificate III in Recreational Vehicle Manufacturing** is designed to reflect the role of a Recreational Vehicle Manufacturer. The person may be employed within a large manufacturing organisation or a smaller workshop.

THC40104 CERTIFICATE IV IN RECREATIONAL VEHICLE MANUFACTURING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCGQA01B	Apply quality standards and procedures
THHGTR01B	Coach others in job skills
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
THCMAN02B	Build the floor for a recreational vehicle
THCMAN03B	Construct and install the walls and roof for a recreational vehicle
THCMAN04B	Install 12/24 volt DC cabling in a recreational vehicle
THCMAN06B	Install furniture and appliances
THCMAN07B	Install and connect the low pressure water system within a recreational vehicle
THCMAN08B	Sheet, glaze and finish a recreational vehicle
THCMAN09B	Build furniture for a recreational vehicle
THCMAN10B	Assess and carry out non-structural modifications to the chassis of a recreational vehicle
BSZ404A	Train small groups
THHGHS03B	Provide first aid
THHGCS03B	Deal with conflict situations
THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE05B	Roster staff
THHGLE06B	Monitor staff performance
THHGLE08B	Lead and manage people
Elective Units	
<p>Five (5) units from the Caravan Industry Training Packages, or from any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

GUIDANCE ON SELECTING ELECTIVES FOR THE CERTIFICATE IV IN RECREATIONAL VEHICLE MANUFACTURING

The **Certificate IV in Recreational Vehicle Manufacturing** is designed to reflect the role of Recreational Vehicle Manufacturers who operate with significant autonomy and responsibility. This qualification reflects the diversity of job roles and responsibilities within either large or small manufacturing businesses. The choice of electives will reflect the needs of the enterprise.

Examples of areas of the Training Package relevant to this qualification are as follows:

- Manufacturing
- Supporting Technical Skills
- General Administration
- Leadership
- Financial Administration
- Training and Assessment*
- Quality Assurance
- Computer Technology
- Customer Service, Sales & Marketing
- Innovation

Note: Where THCMAN01B Build a recreational vehicle chassis is selected, candidates must have achieved suitable welding competencies from the Metals and Engineering Training Package prior to or during the undertaking of this unit.

*Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.
BSZ405A plus BSZ407A plus BSZ408A (= one elective)
BSZ401A plus BSZ402A plus BSZ403A (= one elective)

A full list of all units in the Caravan Industry Training Package can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of other Training Packages relevant to this qualification are as follows:

- Automotive
- Building and Construction
- Furnishings (Soft Furnishings and Upholstery)
- Metals and Engineering

Examples of Elective Units relevant to specific job outcomes in recreational vehicle manufacturing at this level are as follows:

Supervisor in a small caravan factory

BSBCMN306A	Produce business documents
THHGLE09B	Manage workplace diversity
THHGLE07B	Recruit and select staff
THHGLE13B	Manage finances within a budget
THHGFA06A	Interpret financial information

Tradesperson in a large caravan factory

THCMAN01B	Build a recreational vehicle chassis
MEM5.15AB	Weld using manual metal arc welding process, or:
MEM5.17AB	Weld using gas metal arc welding process.
THHGGA10B	Monitor and obtain materials and services
THCMAN05B	Install LP gas systems in a recreational vehicle

THC50104 DIPLOMA OF RECREATIONAL VEHICLE MANUFACTURING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCGQA01B	Apply quality standards and procedures
THHGTR01B	Coach others in job skills
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
BSZ404A	Train small groups
THHGHS03B	Provide first aid
THHGCS03B	Deal with conflict situations
THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE05B	Roster staff
THHGLE06B	Monitor staff performance
THHGLE08B	Lead and manage people
Either:	
THCMAN02B	Build the floor for a recreational vehicle
THCMAN03B	Construct and install the walls and roof for a recreational vehicle
THCMAN04B	Install 12v DC cabling in a recreational vehicle
THCMAN06B	Install furniture and appliances within a recreational vehicle
THCMAN07B	Install and connect the water system within a recreational vehicle
THCMAN08B	Sheet, glaze and finish a recreational vehicle
THCMAN09B	Build furniture for a recreational vehicle
THCMAN10A	Assess and carry out non-structural modifications to the chassis of a recreational vehicle
Or:	
THCSER02B	Replace floor coverings in a recreational vehicle
THCSER03B	Repair walls and roof of a recreational vehicle
THCSER04B	Repair/replace 12v DC electrical cabling within a recreational vehicle
THCSER06B	Remove and re-install furniture and appliances in a recreational vehicle
THCSER07B	Service, repair water system in a recreational vehicle
THCSER08B	Replace damaged sheeting & glazing of a recreational vehicle
THCSER09B	Repair/replace furniture in a recreational vehicle
THCSER10A	Repair or service running gear for a recreational vehicle

THHGFA06B	Interpret financial information
THHGLE03B	Develop and implement operational plans
THHGLE04B	Establish and maintain a safe and secure workplace
THHGLE13B	Manage finances within a budget
THHGLE14B	Prepare and monitor budgets
THHGLE20B	Develop and maintain the legal knowledge required for business compliance
THHGLE09B	Manage workplace diversity

Elective Units

Seven (7) units with five (5) units from one or more of the areas of the Caravan Industry Training Package specified below:

- | | |
|--|---|
| • Manufacturing | • Computer Technology |
| • Supporting Technical Skills | • Customer Service, Sales and Marketing |
| • General Administration | • Training and Assessment* |
| • Health, Hygiene, Safety and Security | • Quality Assurance |
| • Leadership | • E-business |
| • Merchandise Sales | • Innovation |
| • Financial Administration | |

Remaining units may be selected from the Caravan Industry Training Package or any relevant, endorsed Training Package.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

GUIDANCE ON SELECTING ELECTIVES FOR RECREATIONAL VEHICLE MANUFACTURING

A **Diploma of Caravan Manufacturing** reflects the role of a Manager in a recreational vehicle manufacturing, repair or service enterprise.

Note: Where THCMAN01B Build a recreational vehicle chassis, or THCSER01B Repair or Service a recreational vehicle chassis is selected, candidates must have achieved suitable welding competencies from the Metals and Engineering Training Package prior to or during the undertaking of this unit.

*Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.
 BSZ405A plus BSZ407A plus BSZ408A (= one elective)
 BSZ401A plus BSZ402A plus BSZ403A (= one elective)

Examples of other Training Packages relevant to this qualification are as follows:

- Automotive
- Building and Construction
- Furnishings (Soft Furnishings and Upholstery)
- Metals and Engineering.

A full list of all units in the Caravan Industry Training Package can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of Elective Units relevant to specific job outcomes and caravan industry contexts at this level are as follows:

Caravan factory manager

BSBCMN205A	Use business technology
BSBCMN213A	Produce simple wordprocessed documents
THHGLE07B	Recruit and select staff
THHGLE17B	Manage and purchase stock
THHGLE10B	Manage workplace relations
THHGCS02B	Promote products and services to customers
THHGLE12B	Develop and manage marketing strategies
THHGLE16B	Manage physical assets
THHGLE19B	Develop and manage a business plan
THHSTS10A	Produce computer aided designs (CAD) for a recreational vehicle
BSBEBUS501A	Evaluate e-business opportunities

Recreational vehicle service agency

THCSER11A	Assess and quote the job
UTENES209B	Attach flexible cords and plugs to electrical equipment to 250 volt supply
THHGLE11B	Manage quality customer service
THHGGA10B	Monitor and obtain materials and services
BSBCMN205A	Use business technology
BSBCMN213A	Produce simple wordprocessed documents
THHGLE07B	Recruit and select staff
THHGGA10B	Monitor and obtain materials and services
THHGCS02B	Promote products and services to customers
THHGLE12B	Develop and manage marketing strategies
THHGLE19B	Develop and manage a business plan
BSBEBUS501A	Evaluate e-business opportunities
THCSER01B	Repair/service a recreational vehicle chassis
MEM5.15AB	Weld using manual metal arc welding process, or:
MEM5.17AB	Weld using gas metal arc welding process.

THC20204 CERTIFICATE II IN RECREATIONAL VEHICLE SERVICING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05AB	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
Elective Units	
Two (2) units selected from the following pool:	
THCSER01B	Repair/service a recreational vehicle chassis
THCSER02B	Replace floor coverings in a recreational vehicle
THCSER03B	Repair walls and roof of a recreational vehicle
THCSER04B	Repair/replace 12/24 volt DC electrical cabling within a recreational vehicle
THCSER05B	Repair / service LP gas systems in a recreational vehicle
THCSER06B	Remove and re-install furniture and appliances in a recreational Vehicle
THCSER07B	Service, repair water system in a recreational vehicle
THCSER08B	Replace damaged sheeting & glazing of a recreational vehicle
THCSER09B	Repair/replace furniture in a recreational vehicle
THCSER10A	Repair or service running gear for a recreational vehicle
THCGQA01B	Apply quality standards and procedures
THCSTS03A	Use small plant and equipment
MEM5.12AB	Perform routine manual metal arc welding
MEM5.50AA	Perform routine gas metal arc welding

The **Certificate II in Recreational Vehicle Servicing** is designed to reflect the role of entry-level employees working in the Recreational Vehicle Servicing sector.

THC30204 CERTIFICATE III IN RECREATIONAL VEHICLE SERVICING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05AB	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations?
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCGQA01B	Apply quality standards and procedures
THHGTR01B	Coach others in job skills
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
UTE NES209B	Attach flexible cords and plugs to electrical equipment to 250 volt supply
THCSER11A	Assess and quote the job
Elective Units	
Seven (7) units, selected from the following pool:	
THCSER01B	Repair/service a recreational vehicle chassis
THCSER02B	Replace floor coverings in a recreational vehicle
THCSER03B	Repair walls and roof of a recreational vehicle
THCSER04B	Repair/replace 12/24 volt DC electrical cabling within a recreational Vehicle
THCSER05B	Repair / service LP gas systems in a recreational vehicle
THCSER06B	Remove and re-install furniture and appliances in a recreational Vehicle
THCSER07B	Service, repair water system in a recreational vehicle
THCSER08B	Replace damaged sheeting & glazing of a recreational vehicle
THCSER09B	Repair/replace furniture in a recreational vehicle
THCSER10A	Repair or service running gear for a recreational vehicle
THCGQA01B	Apply quality standards and procedures
THCSTS03A	Use small plant and equipment
THHGHS03B	Provide first aid
MEM5.12AB	Perform routine manual metal arc welding
MEM5.50AA	Perform routine gas metal arc welding

The **Certificate III in Recreational Vehicle Servicing** is designed to reflect the role of a Recreational Vehicle service provider. The person may be employed within a large manufacturing organisation or a smaller workshop.

THC40204 CERTIFICATE IV IN RECREATIONAL VEHICLE SERVICING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS02A	Use hand and power tools
THCSTS04A	Carry out measurements and calculations
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle
THCSTS07A	Carry out mechanised cutting
And either:	
MEM5.12AB	Perform routine manual metal arc welding, or:
MEM5.50AA	Perform routine gas metal arc welding
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THCGQA01B	Apply quality standards and procedures
THHGTR01B	Coach others in job skills
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
UTE NES209B	Attach flexible cords and plugs to electrical equipment to 250 volt supply
THCSER11A	Assess and quote the job
THCSER02B	Replace floor coverings in a recreational vehicle
THCSER03B	Repair walls and roof of a recreational vehicle
THCSER04B	Repair/replace 12/24 volt DC electrical cabling within a recreational vehicle
THCSER06B	Remove & re-install furniture & appliances in a recreational vehicle
THCSER07B	Service, repair water vehicle
THCSER08B	Replace damaged sheeting & glazing of a recreational vehicle
THCSER09B	Repair/replace furniture in a recreational vehicle
THCSER10A	Repair or service running gear for a recreational vehicle
THHGH03B	Provide first aid
THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE06B	Monitor staff performance
THHGLE08B	Lead and manage people
THHGLE11B	Manage quality customer service
THHGGA10B	Monitor and obtain materials and services
Elective Units	
<p>Five (5) units from any of the areas of the Caravan Industry Training Package, or from any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

GUIDANCE ON SELECTING ELECTIVES FOR RECREATIONAL VEHICLE SERVICING

The **Certificate IV in Recreational Vehicle Servicing** is designed to reflect the role of Recreational Vehicle Service Person who operates with significant autonomy and responsibility. This qualification reflects the diversity of job roles and responsibilities within either large or small manufacturing businesses. The choice of electives will reflect the needs of the enterprise.

Examples of areas of the Training Package relevant to this qualification are as follows:

- Supporting Technical Skills
- General Administration
- Leadership
- Financial Administration
- Training and Assessment*
- Computer Technology
- Customer Service, Sales & Marketing
- Innovation
- Recreational Vehicle & Accessories Retailing

Note: Where THCSER01B Repair or Service a recreational vehicle chassis is selected, candidates must have achieved suitable welding competencies from the Metals and Engineering Training Package prior to or during the undertaking of this unit.

* Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.

BSZ405A plus BSZ407A plus BSZ408A (= one elective)

BSZ401A plus BSZ402A plus BSZ403A (= one elective)

A full list of all units in the Caravan Industry Training Package can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of other Training Packages relevant to this qualification are as follows:

- Automotive
- Furnishings (Soft Furnishings and Upholstery)
- Metals and Engineering

Examples of Elective Units relevant to specific job outcomes in recreational vehicle servicing at this level are as follows:

Team leader in service section of caravan factory

BSBCMN306A	Produce business documents
THHGLE09B	Manage workplace diversity
THHGLE13B	Manage finances within a budget
BSZ404A	Train Small Groups

Owner / operator of small agency which services recreational vehicles

THCSER01B	Repair/service a recreational vehicle chassis
MEM5.15AB	Weld using manual metal arc welding process, or:
MEM5.17AB	Weld using gas metal arc welding process.
BSZ404A	Train small groups
THHGLE13B	Manage finances within a budget
THHGLE14B	Prepare and monitor budgets
BSBADN408A	Prepare financial reports
THHGLE07B	Recruit and select staff
THHGLE20B	Develop and update the legal knowledge required for business compliance
THCSER05B	Repair / service LP gas systems in a recreational vehicle
WRRS1B	Sell products and services

THC20304 CERTIFICATE II IN RECREATIONAL VEHICLE & ACCESSORIES RETAILING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THHGGA01B	Communicate on the telephone
THHGGA06B	Receive and store stock
WRRS1B	Sell products and services
WRRCS2B	Apply point of sale handling procedures
Elective Units	
Two (2) units selected from the following pool:	
THCGHS09B	Tow a recreational vehicle safely
THCSTS04A	Carry out measurements and calculations
THHGGA02B	Perform office procedures
BSBCMN108A	Develop keyboard skills
BSBCMN205A	Use business technology
BSBCMN213A	Produce simple wordprocessed documents
THHGGA03B	Source and present information
BSBCMN305A	Create and use databases
BSBCMN306A	Produce business documents

The **Certificate II in Recreational Vehicle and Accessories Retailing** is designed to reflect the role of entry-level employees working in the Recreational Vehicle and Accessories Retailing industry.

THC30304 CERTIFICATE III IN RECREATIONAL VEHICLE & ACCESSORIES RETAILING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THHGGA01B	Communicate on the telephone
THHGGA06B	Receive and store stock
WRRS1B	Sell products and services
WRRCS2B	Apply point of sale handling procedures
THHGGA02B	Perform office procedures
THHGGA07B	Control and order stock
WRRM1B	Merchandise products
WRRLP2B	Minimise theft
WRRS2B	Advise on products and services
BSBCM306A	Produce business documents
Elective Units	
Five (5) with three (3) units selected from the following pool:	
THCRET01B	Plan and construct an outdoor marketing display
THTSMA02B	Create a promotional display / stand
THTSMA01B	Co-ordinate the production of brochures and marketing materials
BSBADM408A	Process financial reports
THCGHS09B	Tow a recreational vehicle safely
THCSER11A	Assess and quote the job
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS403A	Communicate electronically
<p>Remaining units may be selected from the Caravan, Hospitality or Tourism Training Packages, or any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

The **Certificate III in Recreational Vehicle and Accessories Retailing** is designed to reflect the role of a sales consultant in the retail sales of recreational vehicles and accessories. The choice of electives will reflect the needs of the enterprise.

THC40304 CERTIFICATE IV IN RECREATIONAL VEHICLE & ACCESSORIES RETAILING

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities
THHGGA01B	Communicate on the telephone
THHGGA06B	Receive and store stock
WRRS1B	Sell products and services
WRRCS2B	Apply point of sale handling procedures
THHGGA02B	Perform office procedures
THHGGA07B	Control and order stock
WRRM1B	Merchandise products
WRRLP2B	Minimise theft
WRRS2B	Advise on products and services
BSBCM306A	Produce business documents
WRRM3B	Co-ordinate merchandise presentation
WRR01B	Manage merchandising and store presentation
WRR14B	Buy merchandise
THHGCS03B	Deal with conflict situations
THHGTR01B	Coach others in job skills
THHGLE01B	Monitor work operations
THHGFA02B	Maintain financial records
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE08B	Lead and manage people
THHGLE11B	Manage quality customer service
Elective Units	
<p>Five (5) units from any of the areas of the Caravan Industry Training Package, or any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

GUIDANCE ON SELECTING ELECTIVES FOR RECREATIONAL VEHICLE & ACCESSORIES RETAILING

A **Certificate IV in Recreational Vehicle and Accessories Retailing** reflects the role of a supervisor or assistant manager in a retail outlet.

Examples of areas of the Training Package relevant to this qualification are as follows:

- Supporting Technical Skills
- Recreational Vehicle Servicing
- General Administration
- Health, Hygiene, Safety and Security
- Leadership
- Merchandise Sales
- Financial Administration
- Recreational Vehicle Servicing
- Customer Service, Sales and Marketing
- Training and Assessment*
- Quality Assurance
- Computer Technology
- E-business
- Innovation

* Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.
BSZ405A plus BSZ407A plus BSZ408A (= one elective)
BSZ401A plus BSZ402A plus BSZ403A (= one elective)

A full list of all units in the Caravan, Tourism and Hospitality Training Packages can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of other Training Packages relevant to this qualification are as follows:

- Retail
- Business Services

Examples of Elective Units relevant to specific job outcomes in recreational vehicle and accessories retailing at this level are as follow:

Assistant manager (sales and marketing) in large retail outlet

THHGLE12B Develop and manage marketing strategies
THHGCS07B Co-ordinate marketing activities
BBSEBUS516A Manage online purchasing
BSBEBUS517A Manage online inventory
BSBEBUS519A Manage online sales systems
BSBEBUS521A Plan-e-marketing communications
THHGCS04B Make presentations

Manager of small agency / outlet

THHGLE11B Manage quality customer service

THCSER11A	Assess and quote the job
THCSER10A	Repair or service running gear for a recreational vehicle
BSBEBUS501A	Evaluate e-business opportunities
BSBADM305A	Create and use databases
THHGCT05A	Build and launch a website for a small business
RHHGLE05B	Roster staff
THHGLE06B	Monitor staff performance
THHGCS07B	Co-ordinate marketing activities
THHGLE13B	Manage finances within a budget
THHGLE20B	Develop and update the legal knowledge required for business compliance
THHGLE11B	Manage quality customer service

THC20404 CERTIFICATE II IN CARAVAN PARK OPERATIONS

Core Units	
THCCOR04B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THHGGA01B	Communicate on the telephone
THHGHS02B	Clean premises and equipment
Elective Units	
<p>Five (5) units selected from one or more of the following areas of the Caravan Package:</p> <ul style="list-style-type: none"> • Caravan Park Office • Parks, Grounds and Maintenance • General Administration • Financial Administration • Computer Technology • Supporting Technical Skills • Health, Hygiene, Safety and Security <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

Guidance on Selecting Electives for the Certificate II in Caravan Park Operations

The **Certificate II in Caravan Park Operations** is designed to reflect the role of employees working in the Caravan Park Industry who carry out a range of activities, usually with a tourism / administration focus, or a grounds and maintenance focus. Within small caravan parks, these activities may cover both.

Examples of Elective Units relevant to specific job outcomes at this level are as follows:

Caravan park office assistant

THHBFO02B	Provide accommodation reception services
THHSOP06B	Receive and process reservations
THHGCS01B	Develop and update local knowledge
THHGGA02B	Perform office procedures
BSBCMN205A	Use business technology
BSBCMN108A	Develop keyboard skills
BSBCMN309A	Produce simple wordprocessed documents
THHGGA06B	Receive and store stock
THHGGA07B	Control and order stock
WRRS2B	Advise on products and services
WRRS1B	Sell products and services
WRRCS2B	Apply point of sale handling procedures

WRRLP2B	Minimise theft
THHGFA01B	Process financial transactions

Caravan park grounds maintenance assistant

THTGTM01B	Carry out general maintenance
THTGTM02B	Carry out grounds maintenance
THCGTM09A	Provide turf care
THTGTM03B	Monitor pool water quality
THTGTM11B	Collect refuse or recyclables
THHGCS01B	Develop and update local knowledge
TDTB397B	Carry out vehicle servicing and maintenance
THCGTM08A	Operate irrigation systems
RTF3036A	Plan and establish plant displays

Multi-skilled assistant in a small park

THTGTM01B	Carry out general maintenance
THTGTM02B	Carry out grounds maintenance
THCGTM09A	Provide turf care
THTGTM03B	Monitor pool water quality
THTGTM11B	Collect refuse or recyclables
THHGCS01B	Develop and update local knowledge
THHSOP06B	Receive and process reservations
THHBFO02B	Provide accommodation reception services
THHGFA01B	Process financial transactions
THHGGA02B	Perform office procedures
BSBCMN205A	Use business technology
BSBCMN309A	Produce simple wordprocessed documents
THHGGA06B	Receive and store stock
WRRS2B	Advise on products and services
WRRS1B	Sell products and services
THCSTS02A	Use hand and power tools
THHCOR03B	Work in a socially diverse environment
THTFTG07B	Research and share general knowledge on indigenous Australian culture
THTFTG08B	Interpret aspects of indigenous Australian culture (indigenous people only)

THC30404 CERTIFICATE III IN CARAVAN PARK OPERATIONS

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THHGGA01B	Communicate on the telephone
THHGHS02B	Clean premises and equipment
THHGHS04B	Handle hazardous materials safely
THTSOP06B	Receive and process reservations
BSBCMN306A	Produce business documents
THHBFO02B	Provide accommodation reception services
Elective Units	
<p>Nine (9) units with at least six (6) selected from one or more of the following areas:</p> <ul style="list-style-type: none"> • Caravan Park Office • Parks, Grounds and Maintenance • General Administration • Financial Administration • Computer Technology • Supporting Technical Skills • Health, Hygiene, Safety and Security • Merchandise Sales • Customer Service, Sales and Marketing <p>Remaining units may be selected from any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

GUIDANCE ON SELECTING ELECTIVES FOR CERTIFICATE III IN CARAVAN PARK OPERATIONS

The **Certificate III in Caravan Park Operations** is designed to reflect the role of a person working in a caravan park. The role may be that of a caravan park administrator and tourism consultant working in the front office of a caravan park, a person maintaining the aesthetic appearance and presentation of a caravan park, or a multi-skilled person working in a small caravan park. The choice of electives will reflect the needs of the enterprise.

Examples of other Training Packages relevant to this qualification are as follows:

- Hospitality
- Tourism

- Outdoor Recreation
- Amenity Horticulture

Examples of Elective Units relevant to specific job outcomes at this level are as follows:

Caravan park receptionist

As for Certificate II, plus:

THTTCO01B	Develop and update tourism industry knowledge
THTSOP08B	Operate a computerised reservation system
BSBCMN305A	Create and use databases
THHGGA03B	Source and present information
THHGFA02B	Maintain financial records
WRRM1B	Merchandise products
THHGCS02B	Promote products and services to customers
THHCOR02B	Work in a socially diverse environment
THHGHS01B	Follow workplace hygiene procedures
THHGTR01B	Coach others in job skills

Caravan park grounds maintenance person

As for Certificate II, plus:

THCGHS09B	Tow a recreational vehicle safely
RUHHRT208A	Prune shrubs and small trees
THHGCS01B	Develop and update local knowledge
THCSTS02A	Use hand and power tools
THCSTS03A	Use small plant and equipment
THCGTM12A	Operate tractors, machinery and equipment
RTC2026A	Undertake propagation activities
RTF2017A	Prune shrubs and small trees
THCGTM10A	Control weeds, pests and diseases
THCGTM06B	Use chemicals and biological agents
THCGTM07B	Install and/or modify irrigation systems
THCGTM08A	Operate irrigation systems
RTF2208A	Lay paving
RTF2304A	Construct timber, modular or concrete structures or features
THCGHS06B	Meet the OH&S requirements associated with electrical work

Multi-skilled person in small caravan park

As for Certificate II plus:

THTTCO01B	Develop and update tourism industry knowledge
WRRS1B	Sell products and services
THHGCS02B	Promote products and services to customers
TDTB397B	Carry out vehicle servicing and maintenance
THCGTM08A	Operate irrigation systems
THCGHS09B	Tow a recreational vehicle safely
THTGTM03B	Monitor pool water quality
THCSTS02A	Use hand and power tools
THCSTS03A	Use small plant and equipment
THCGTM12A	Operate tractors, machinery and equipment
THCGTM06B	Use chemicals and biological agents
THCGTM08A	Operate irrigation systems

THCGHS06B	Meet the OH&S requirements associated with electrical
work	
THHGHS03B	Provide first aid

THC40404 CERTIFICATE IV IN CARAVAN PARK SUPERVISION

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THHGA01B	Communicate on the telephone
THHGHS02B	Clean premises and equipment
THHGHS04B	Handle hazardous materials safely
THTSOP06B	Receive and process reservations
BSBCM306A	Produce business documents
THHBFO02B	Provide accommodation reception services
THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE05B	Roster staff
THHGLE08B	Lead and manage people
THHGLE13B	Manage finances within a budget
THHGTR01B	Coach others in job skills
THHGCS03B	Deal with conflict situations
THHGHS08B	Respond to emergencies
<p>Fourteen (14) units selected from the Caravan Industry Training Package, or any relevant, endorsed Training Package.</p> <p>In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).</p>	

GUIDANCE ON SELECTING ELECTIVES FOR THE CERTIFICATE IV IN CARAVAN PARK SUPERVISION

The Certificate IV in Caravan Park Supervision is designed to reflect the role of caravan park employees who operate with significant autonomy and responsibility. The typical job title for this level of qualification would be Assistant Caravan Park Manager, or Caravan Park Grounds Supervisor. The choice of electives will reflect the needs of the enterprise.

Examples of areas of the Caravan Training Package relevant to this qualification are as follows:

- Caravan Park Office
- Parks, Grounds and Maintenance
- Health, Hygiene, Safety and Security
- Supporting Technical Skills
- General Administration
- Quality Assurance
- Financial Administration
- Computer Technology
- E-business

- Merchandise Sales
- Languages Other Than English
- Training and Assessment
- Customer Service, Sales and Marketing
- Leadership and Management
- Innovation

*Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.
BSZ405A plus BSZ407A plus BSZ408A (= one elective)
BSZ401A plus BSZ402A plus BSZ403A (= one elective)

A full list of all units in the Caravan Industry Training Package can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of other Training Packages relevant to this qualification are as follows:

- Hospitality
- Tourism
- Outdoor Recreation
- Amenity Horticulture

Examples of Elective Units relevant to specific job outcomes at this level are as follows:

Caravan park assistant manager

As for Certificate III plus:

THTPPD02B	Research tourism data
THTPPD03B	Source and package tourism products and services
THTPPD04B	Plan and implement minimal impact operations
THTPPD12B	Develop host community awareness of tourism
THTPPD13B	Assess tourism opportunities for local communities
RTC4905A	Cost a project
THHGGA09B	Manage projects
THCGTM16	Develop and implement a grounds maintenance program
THCGTM14A	Set out landscape works
THCGTM15A	Plan and implement environmentally responsible practices
THTPPD06B	Plan and develop ecologically sustainable tourism
THHGHS04B	Manage casualty in a remote area
THCGQA02B	Implement & monitor continuous improvement systems & procedures
THHGGA05B	Plan and manage meetings
THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry
BSBEBUS516A	Manage on-line purchasing
THHGCS07B	Co-ordinate marketing activities

Caravan park office supervisor

As for Certificate III plus:

THHGGA05B	Plan and manage meetings
-----------	--------------------------

THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry
BSBEBUS516A	Manage on-line purchasing
THHGGA10B	Monitor and obtain materials and services
BSBADM309A	Process accounts payable and receivable
BSBADM308B	Process payroll
BSBADM403A	Develop and use complex databases
BSBADM404A	Develop and use complex spreadsheets
BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
THHGCS05B	Organise functions
THTSMA01B	Co-ordinate the production of brochures and marketing materials
THTSMA02B	Create a promotional display stand

Maintenance supervisor

THHGLE16B	Manage physical assets
THHGLE17B	Manage and purchase stock
THHGLE07B	Recruit and select staff
THHGLE21B	Provide mentoring support to colleagues
BSZ404A	Train small groups
THCSTS03A	Use small plant and equipment
THCGHS06B	Meet occupational health and safety requirements associated with electrical work
UTENES208B	Disconnect and reconnect fixed wired electrical equipment 1,000 Vac/1,400 Vdc
UTGNGS204A	Fill gas bottles
THHGHS04B	Manage casualty in a remote area
RTC4905A	Cost a project
THHGGA09B	Manage projects
THCGTM16	Develop and implement a grounds maintenance program
THCGTM15A	Plan and implement environmentally responsible practices
RTC2304A	Operate and maintain chainsaws
THHGLE02B	Implement workplace health, safety and security procedures

THC50404 DIPLOMA OF CARAVAN PARK MANAGEMENT

Core Units	
THCCORO4B	Develop & update caravan industry knowledge
THCCOR05B	Plan & organise daily work
THHCOR01B	Work with colleagues and customers
THHCOR03B	Follow health safety and security procedures
THHGGA01B	Communicate on the telephone
THHGHS02B	Clean premises and equipment
THHGHS04B	Handle hazardous materials safely
THTSOP06B	Receive and process reservations
BSBCMN306A	Produce business documents
THHBFO02B	Provide accommodation reception services
THHGLE01B	Monitor work operations
THHGLE02B	Implement workplace health, safety and security procedures
THHGLE05B	Roster staff
THHGLE08B	Lead and manage people
THHGLE13B	Manage finances within a budget
THHGTRO1B	Coach others in job skills
THHGCS03B	Deal with conflict situations
THHGHS08B	Respond to emergencies
THHGLE07B	Recruit and select staff
THHGLE10B	Manage workplace relations
THHGLE14B	Prepare and monitor budgets
THHGFA06B	Interpret financial information
THHGLE20B	Develop and maintain the legal knowledge required for business compliance
THHGLE22A	Manage risk
THHGCS08B	Establish and conduct business relationships
Elective Units	
Eighteen (18) units selected from the Caravan Industry, Tourism or Hospitality Training Packages	
In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).	

GUIDANCE ON SELECTING ELECTIVES FOR THE DIPLOMA OF CARAVAN PARK MANAGEMENT

The **Diploma of Caravan Park Management** is designed to reflect the role of a manager in a caravan park. Common titles are Caravan Park Manager, Assistant Manager in a large park, Operations Manager.

Examples of areas of the Caravan Industry, Tourism and Hospitality Training Packages relevant to this qualification are as follows:

- Caravan Park Office
- Parks, Grounds and Maintenance
- Health, Hygiene, Safety and Security
- Supporting Technical Skills
- General Administration
- Quality Assurance
- Financial Administration
- Computer Technology
- E-business
- Merchandise Sales
- Training and Assessment
- Customer Service, Sales and Marketing
- Leadership and Management
- Innovation
- Planning and Product Development

*Where Training and Assessment units are selected, the following units should be achieved in clusters. Each cluster will count as one elective within this qualification.
BSZ405A plus BSZ407A plus BSZ408A (= one elective)
BSZ401A plus BSZ402A plus BSZ403A (= one elective)

A full list of all units in the Caravan Industry, Tourism and Hospitality Training Packages can be found in the Competency Standards section of this volume and in relevant Appendices.

Examples of Elective Units relevant to specific job outcomes at this level are as follows:

Caravan park manager

THHGLE15B	Manage financial operations
THHGLE16B	Manage physical assets
THHGLE12B	Develop and manage marketing strategies
THHGLE19B	Develop and implement a business plan
THHGLE09B	Manage workplace diversity
THHGLE07B	Recruit and select staff
THHGLE06B	Monitor staff performance
THHGLE14B	Prepare and monitor budgets
THHGLE11B	Manage quality customer service
THHGLE09B	Manage workplace diversity
THHGLE03B	Develop and implement operational plans
THHGA08B	Plan and establish systems and procedures
BSZ404A	Train small groups

THCGCS09A	Organise in-house recreational activities
THCGQA02B	Implement and monitor continuous improvement systems and processes
BSBADM505A	Manage payroll
BSBADN408A	Prepare financial reports
THHGCS07B	Co-ordinate marketing activities
THHGLE11B	Manage quality customer service
THHGLE12B	Develop and manage marketing strategies
THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
THHGCT05A	Build and launch a website for a small business
THHGLE03B	Develop and implement operational plans
THHGLE04B	Establish and maintain a safe and secure workplace
THHGLE16B	Manage physical assets
THHGLE17B	Manage and purchase stock
THCGQA02B	Develop, implement and monitor quality systems and processes
THHGLE19B	Develop and implement a business plan

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Assessment Guidelines

INTRODUCTION

These Assessment Guidelines provide the endorsed framework for assessment of the Units of Competency in this Training Package.

They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair.

Assessments against the Competency Standards in this Training Package must be carried out in accordance with these endorsed guidelines.

The Assessment Guidelines comprise five key sections:

- assessment system overview;
- assessor requirements;
- designing assessment resources;
- conducting assessment;
- further sources.

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/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training 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.

In the areas of work covered by this Training Package, the endorsed units of competency 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).

AUSTRALIAN QUALITY TRAINING FRAMEWORK ASSESSMENT REQUIREMENTS FOR RTOS

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 *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the ANTA website at www.anta.gov.au or can be obtained in hard copy from ANTA. The following points summarise the assessment requirements under the AQTF.

- **Registration of Training Organisations**
Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.
- **Quality Training and Assessment**
Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.
- **Assessor Competency Requirements**
Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.
- **Assessment Requirements**
The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.
- **Assessment Strategies**
Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.
- **Mutual Recognition**
Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.
- **Access and Equity and Client Services**
Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to

identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

- **Partnership Arrangements**

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

- **Recording Assessment Outcomes**

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

ISSUING AQF QUALIFICATIONS AND STATEMENT OF ATTAINMENT

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *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 where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

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, and ANTA, 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 ANTA 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.

CARAVAN INDUSTRY LICENSING

In the Caravan Industry Training Package, some individual competency standards may be subject to licensing arrangements. Other standards may require licences for

those responsible for delivery and assessment. Competency Standards where licensing arrangements may be relevant include those dealing with:

- using LP gas or putting in place tubing and fittings for the use of LP gas
- operation of vehicles, machinery and equipment such as chainsaws, motor vehicles, tractors, forklifts and earthmoving machinery
- driving or transporting of machinery and equipment on public roads
- firearms
- chemical purchase and use
- access to and activities on private or protected lands
- management activities related to particular animal and plant species
- waste water
- soil disturbance and conservation
- irrigation
- water allocations
- underground water
- landscape construction
- natural bush clearing.

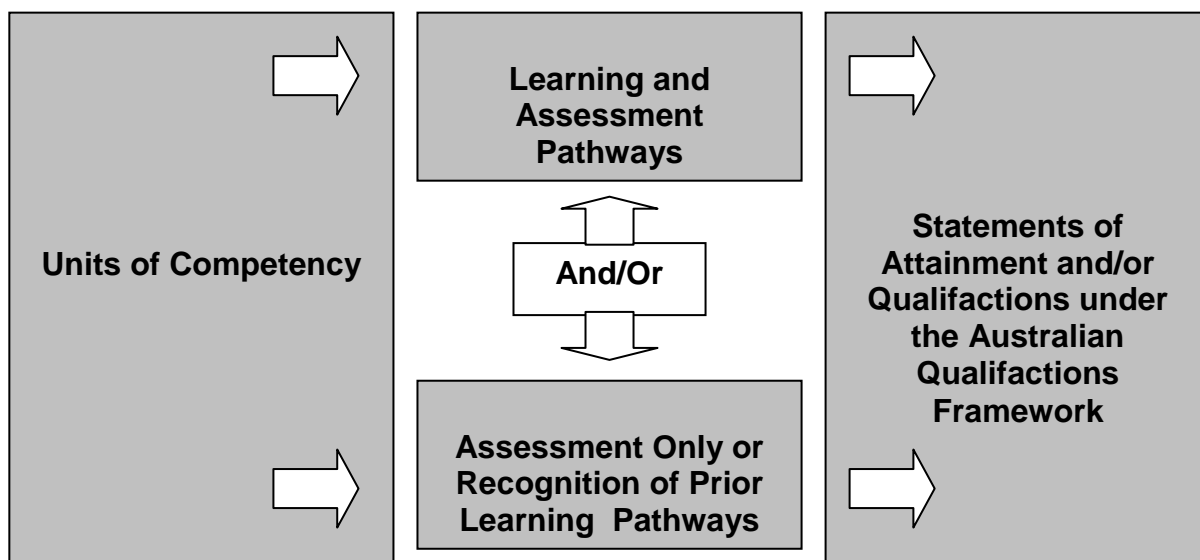
Refer to the individual competency standards for further details on these matters and to relevant State and/or Territory and/or Commonwealth legislation before training is commenced or before undertaking related work in the industry.

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, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



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 *Standards for Registered Training Organisations*.

Learning and Assessment pathways

Usually, learning and assessment are integrated, with assessment 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 New 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.

Assessment Only or Recognition of Prior Learning Pathway

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 achieved.

In an assessment-only or 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, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* 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, and work samples. 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)
- 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).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- 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.

Combination of Pathways

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

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Qualifications

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3 **a** The RTO must ensure that assessments are conducted by a person who has:

(i) the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:

a BSZ401A Plan Assessment;

b BSZ402A Conduct Assessment;

c BSZ403A Review Assessment; and

(ii) relevant vocational competencies, at least to the level being assessed.

B However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

In the caravan industry, competence in the relevant standards should ideally be complemented by 3 years recent and relevant industry experience. Supervisory and/or management experience may also be of benefit.

In addition to the above, it is recommended that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed.

They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. It is also recommended that they have skills in working with equity groups. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment validation processes;
- recent assessment and/or workplace training activities.

All assessors who are engaged in assessing against this Training Package must be:

- employed by an RTO, or
- acting under the registration of an RTO (for example, an assessor working in an enterprise that has a partnership arrangement with the RTO).

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

DESIGNING ASSESSMENT RESOURCES

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 are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

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

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*, and
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is BSZ98 *Training Package for Assessment and Workplace Training* and the unit of competency BSZ507A *Develop Assessment Tools*.

CONDUCTING ASSESSMENTS

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 Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8 RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:

- (i) comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- (ii) lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
- (iii) comply with the principles of validity, reliability, fairness and flexibility;
- (iv) provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- (v) where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- (vi) involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- (vii) provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- (viii) are equitable for all persons, taking account of cultural and linguistic needs; and
- (ix) provide for reassessment on appeal.

8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment.

- b The RTO must have an RPL process that:
 - (i) is structured to minimise the time and cost to applicants; and
 - (ii) provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

Access & 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.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

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.

Contacts

Business Services Training Australia
Level 7, 163 Eastern Road
SOUTH MELBOURNE VIC 3205
Telephone: (03) 9645 7555
Fax: (03) 9645 7556
Web: <http://www.bsitab.org>
Email: admin@bsitab.org

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: <http://www.atpl.net.au>
Email: sales@atpl.net.au

Tourism Training Australia
GPO Box 2493
SYDNEY NSW 2001
Telephone: (02) 9290 1055
Fax: (02) 9290 1001
Web: <http://www.tourismtraining.com.au>
Email: reception@tourismtraining.com.au

General Resources

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002 <http://www.aqf.edu.au>

Australian Quality Training Framework (AQTF) – for general information go to:
<http://www.anta.gov.au/aqtfWhat.asp>

Australian Quality Training Framework (AQTF) – for resources and information go to:
<http://www.anta.gov.au/pubBundle.asp?qsID=10>

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/pubBundle.asp?qsID=10>

BSZ98 *Training Package for Assessment and Workplace Training*. This is available from the following organisations and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses. (<http://www.ntis.gov.au/>)

Training Package Development Handbook, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/publication.asp?qsID=213>

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au>

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at <http://www.anta.gov.au/project/tpAssessment/>. Go to <http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm>

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- 1 Training Package Assessment Materials Kit
- 2 Assessing Competencies in Higher Qualifications
- 3 Recognition Resource
- 4 Kit to Support Assessor Training
- 5 Candidate's Kit: Guide to Assessment in New Apprenticeships
- 6 Assessment Approaches for Small Workplaces
- 7 Assessment Using Partnership Arrangements
- 8 Strategies for ensuring Consistency in Assessment
- 9 Networking for Assessors
- 10 Quality Assurance Guide for Assessment

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian National Training Authority, *Facilitator Packs for Certificate IV in Assessment and Workplace Training*.

Australian National Training Authority, *Learners Packs for Certificate IV in Assessment and Workplace Training*.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

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Competency Standards

COMPETENCY STANDARDS

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 industry 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.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. 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 endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

-
- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

The General and Cross Industry competency standards apply industry-wide. They have been written so that they can be applied and adapted to a broad range of enterprises types and industry contexts.

For example:

THHGLE08B Lead and Manage People would apply to **all** tourism, hospitality and caravan industry contexts.

THTSOP06B Receive and Process Reservations would apply to **many** tourism and hospitality contexts (eg caravan parks, accommodation, tour operations)

Training and assessment activities must therefore be contextualised so they are relevant to the **particular** industry sector. For example:

- where the job outcome relates to recreational vehicle manufacturing, activities should relate to manufacturing
- where the job relates to caravan parks, the activities should relate to jobs carried out in a caravan park

For **generic** pre-employment training, organisations should provide training and assessment which take into consideration a range of industry contexts and circumstances with no bias towards individual sector or operating conditions. The Range Statement will assist in this regard. In some circumstances, the demands of local industry will determine the focus for pre-employment training.

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 specific unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the purpose 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 about the relationship of the units of competency is provided in the unit descriptor.

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.

Application of the Competency

The application of the competency fleshes out the scope, purpose and operation of the unit of competency in different contexts, for example its application in the workplace.

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.

Range Statement

The range statement provides a context for the unit of competency, describing any variables that may apply in workplace situations.

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

Key Competencies

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

- 1 Collecting, analysing and organising information**
The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.
- 2 Communicating ideas and information**
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
- 3 Planning and organising activities**

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

4 Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5 Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

6 Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

7 Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels

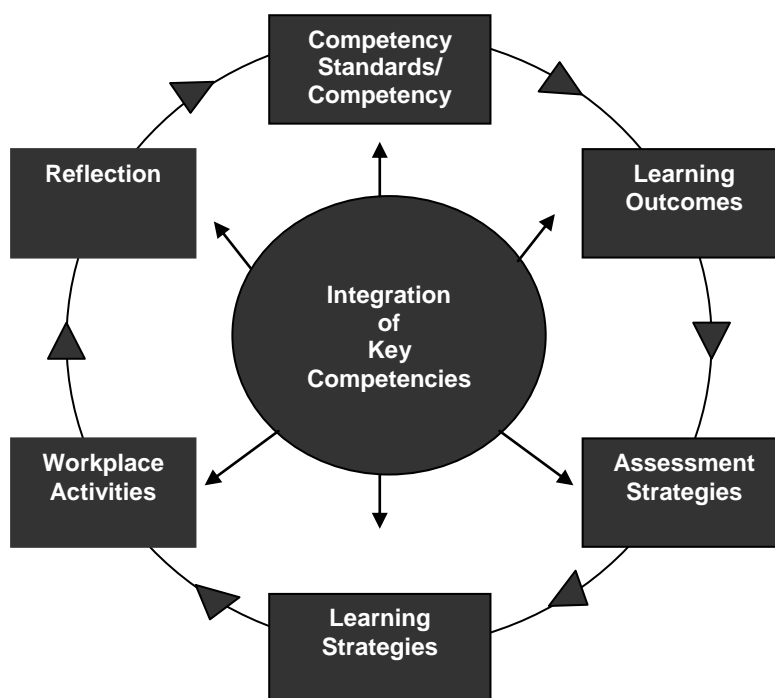
There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

- **Performance Level 1** is concerned with the level of competence needed to undertake activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competence needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance. Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

Delivery and Assessment of Key Competencies

The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.



EXPLANATION OF TERMS USED IN THE CARAVAN INDUSTRY COMPETENCY STANDARDS

The section in the competency standards titled Context of Assessment describes the required conditions for assessing particular skills. For example:

- Where? How many times? How quickly?
- Does it need to be done in more than one place or industry context?
- Does it have to be undertaken over a period of time?
- Do you have to actually do it, just know about it or plan it?
- What equipment, materials and documentation do you have to use?
- What other people should be involved?
- How many customers do you need to serve?
- What are the special industry conditions and restraints?

Below are some explanations of terms used in this section of the competency standards.

industry-realistic timeframes / typical workplace time constraints / work conditions, ratios of staff to customers

- Tasks must be completed within a timeframe that would be acceptable in a real workplace and with the presence of daily work realities such as interruptions, for example, how long should it take to check in a group of customers in a park?

project or work activities conducted over a period of time

- The competency requires the application of monitoring skills, ongoing supervision or implementation of a plan or policy, so an activity that extends over a length of time is required, for example, the development and management of a risk management plan.

involvement of customers or suppliers, interaction with others

- Involvement of other people such as customers and team members is required to allow the candidate to demonstrate the interactive or customer service aspects of the competency, for example, working with other members of a manufacturing team, or role-playing answering of customer questions.
- In units dealing with project-based or management skills, consultation with or leadership of others may be a key unit requirement, and this must be reflected in assessment, for example, developing a tender for a job to repair a recreational vehicle could require consultation with suppliers.

on more than on occasion

- This statement has been used sparingly and is only included when a totally separate performance occasion is considered essential, for example, the repair of several different caravans to ensure an appropriate range.

to address differing....., to address a range.....

- It is impossible to define range precisely as the standards are relevant to so many different contexts. However, adherence to general business norms should apply, for example, many different reservations from different types of customer and for varying services would need to be processed.

LINKAGES BETWEEN UNITS OF COMPETENCE

Optional Linkages

Units of competence generally need to be linked together to reflect the skills required for an overall job role. In many instances integrated training and assessment is the best approach.

Relevant linkages are highlighted in each standard under the heading Linkages to Other Units. This provides guidance for trainers and assessors but is not prescriptive or exhaustive.

Essential Pre-requisite and Co-requisite Units

While holistic assessment is always recommended, most units of competence in the Training Package can be assessed independently. However, there are some units which must be assessed with or after other units. This is the case when the skills and knowledge essential to achievement of a particular unit are found in other units. These units have been identified in the Evidence Guide of relevant standards under the heading Linkages to Other Units.

Only the **essential** pre-requisite units have been identified to avoid difficulties and restrictions in structuring effective training and assessment. For details of all pre-requisite units please refer to Appendix D.

Categorisation of Units

The units have been categorised under headings which are meaningful to industry. Some are relevant to specific industry sectors whilst others apply across the entire industry as well as in some cases, to other industry areas including Tourism and Hospitality.

Many units have been selected from other Training Packages such as Tourism Hospitality, Retail and Horticulture. They have been selected and grouped by industry under the various Caravan Industry sector headings according to their relevance, in order to make selection of electives more convenient and appropriate.

Overall, the flexibility of the Qualifications and the need for multi-skilling and the differing needs of local industries, means that users will invariably need to refer to multiple volumes and categories or 'bundles' of units.

USEFUL INFORMATION

The following appendices related to units of competence have been developed to assist users:

Appendix C – Caravan Industry Competency Standards: AQF Packaging and Summary of Content

A full list of competency standards with unit descriptors, showing appropriate AQF packaging for all units

Appendix D – Caravan Industry Competency Standards: Pre-requisite and Co-requisite Units

A full list of competency standards identifying essential pre and co-requisite units.

Appendix E – Relationship to Other Competency Standards

A chart showing the units of competence which relate to competency standards from other relevant industry areas.

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Supporting Information

This section provides general guidance for users of the Caravan Industry Training Package. Users will also find additional information in the appendices to this volume.

INDUSTRY-SPECIFIC ISSUES

Caravan Parks

- In general, a hands-on, practical approach to training and assessment is the best for this area, to allow trainees to undertake units of competence addressing an appropriate selection of real ‘work tasks’ typically found in a caravan park.
- Traineeships / New Apprenticeships provide a good model for training arrangements since they enable the trainee to learn on the job, whilst providing back-up theoretical training. Where an employer is unable to provide 12 months employment due to seasonality, a group training arrangement would be appropriate, where work experience is gained in multiple parks.
- Due to the links with tourism and hospitality, and the need for employees to see the “Big Picture” about where the caravan industry fits into tourism it would be appropriate for electives in parks qualifications to be selected from the Tourism and Hospitality Training Packages.

RECREATIONAL VEHICLE MANUFACTURING

- Employment-based training is ideal for learning the practical skills required in the manufacture of recreational vehicles, although in some learning situations, a simulation may be more appropriate. A simulation, however, needs to closely replicate the workplace with access to the full range of tools, materials and equipment and for example, the construction of full-scale models or caravans.
- It is important that trainees have sufficient time to practice their skills in order to achieve competence. A New Apprenticeship arrangement would be ideal to provide the right combination of training with work experience.
- There needs to be a clear sequence of skills development throughout the training program with care taken to ensure that trainees have or acquire properly the underpinning skills required such as using tools, calculating and measuring and reading plans and drawings.

RECREATIONAL VEHICLE SERVICING

- Servicing requires a wide range of skills as well as the skill of diagnosing and assessing problems. Therefore, it is vital in training that the trainee has access to multiple recreational vehicles with a wide range of service or repair requirements in order to experience the full range of repairs needed.
- As in manufacturing, New Apprenticeships are the ideal model to acquire and practise the necessary skills.

RECREATIONAL VEHICLE & ACCESSORIES RETAILING

- To deliver and assess retailing successfully, trainees need access to a full range of real recreational vehicles, parts and accessories, and to acquire in-depth knowledge of these. They should also have access to real customers over a period of time in order to

experience a full range of enquiries and requirements. On-the-job training and assessment would be most appropriate.

LEADERSHIP, MANAGEMENT AND PROJECT-BASED SKILLS

- Completion of projects is an ideal mechanism for training and assessment of these units regardless of whether the candidate is working or not. For example, candidates could develop, promote and conduct a tour, event or function, perhaps together with other candidates or on behalf of local community groups or workplace. This approach allows the integration of multiple units of competence and the involvement of multiple candidates. It also addresses the need for assessment to be carried out over a period of time and to ensure coverage of the monitoring aspects of many management competencies.
- Portfolios of evidence showing real workplace documents or evidence of completed projects are appropriate if the candidate is already working.

OFFICE-BASED SKILLS

- A fully equipped office environment would provide optimum conditions for assessment of office-based skills. In an off-the-job situation this may involve the creation of a practice office where a range of typical industry functions is undertaken under normal workplace conditions. This office could be created to reflect the functions in multiple industry sectors such as providing destination information, issuing tickets, taking reservations, making bookings or processing registrations.

HOUSEKEEPING

- Units relating to housekeeping are best delivered and assessed on the job where there is access to the full range of equipment and materials. Care needs to be taken in handling chemicals and cleaning equipment and in complying with OH&S requirements for safe manual handling.
- Selection of elective units from the Asset Maintenance Training Package, which includes a wide range of competencies related to cleaning services, is an important consideration for those providing training in Housekeeping. The facility to incorporate these units has been integrated into all relevant qualifications and alleviates a situation where there were insufficient units in the previous training package.

TRAINING AND ASSESSMENT IN REMOTE AND REGIONAL AREAS

Training and assessing candidates in regional areas presents a range of challenges. These include:

- the inability of workplaces to offer structured arrangements for long periods of time (eg. 12 month traineeship) due to major fluctuations in seasonal demand
- the high number of small businesses who may not be able to offer the full range of work experiences for the achievement of a qualification (eg. Servicing)
- the lack of numbers allowing the establishment of traditional class sizes
- the physical remoteness of some communities where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (eg. Manufacturing)

Some options for overcoming these challenges include:

- arranging for periods of workplace experience in a several regions to take advantage of seasonal variations
- allowing the trainee to seek workplace experience after completing a course, prior to final assessment and signing off
- group training-type arrangements whereby several employers provide work experience.
- partnerships between RTOs to establish classes ie. programs delivered on a regional rather than local basis
- delivering certain units by distance mode, supported by workplace experience
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology -such as e-mail, Internet or self-paced resources or CD.

TRAINING AND ASSESSMENT ISSUES FOR SCHOOLS

Implementation of the Industry Training Packages within the school sector, whilst encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessment of students: industry-current knowledge and experience of teachers and trainers in all sectors remain a major concern within industry
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within specific sectors of the industry
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current, realistic, relevant and authentic as well as holistic and integrated rather than being atomistic and remote.

Some particular options worth exploring are:

- partnerships between schools to enable a sharing of teacher / trainer expertise and access to industry expertise
- partnerships between schools, TAFE colleges and / or private providers
- partnerships between schools and industry
- use of industry-based assessors
- participation in group training schemes.

Industry involvement is critical since this is where trainees will ultimately end up as employees

The competency standards provide more detailed guidance for training and assessment purposes as well as examples relevant to each standard, and schools are encouraged to use these guidelines for planning training and assessment.

TRAINING AND ASSESSMENT WITHIN AUSTRALIAN INDIGENOUS SETTINGS

Issues

One key issue with Australian indigenous cultures is their immense variety and uniqueness: there are many hundreds of localised cultures and languages and therefore, a very localised focus is required for training and assessment rather than a “generic” approach.

This localised focus also means that communities themselves must be involved in and able to participate and where necessary, “control”, as well as be part of presenting and assessing: this allows for respect of traditional rules such as the fact that “curriculum” material will often not be written down and will preserve localised intellectual property of a traditional nature. Local communities thus have the right to ensure that constraints upon curriculum “materials” are imposed and observed to preserve their integrity.

Clearly, there are many sensitivities and complexities involved in indigenous cultures and these include:

- ownership within indigenous cultures and nations, including the rights of people to “identify with” and exercise affiliations, even where these have not been previously known, recognised or exercised
- cross-cultural issues, not merely in terms of indigenous / non-indigenous interactions but also between and within indigenous cultures, nations and sub-groupings where inter-relationships can be extremely complex and sensitive
- “rights” of people to speak on behalf of and represent groupings, these being generally invested in elders with whom all authority rests
- the “investment” of others by elders, who then exercise such rights as may be determined on behalf of elders and therefore under sanction and authority
- attitudes towards cultural heritage aspects which can be shared without compromise and the ways in which this can be effected
- perceptions about indigenous cultures and “denial” from some individuals about the continuity, dynamism, value and authenticity of contemporary indigenous cultures: many focus on the historical aspects of indigenous cultures and see them as relics of a past age rather than for what they are in fact: part of a long continuity which continues to grow and develop.

TRAINEES

Considerations

- Responding to and meeting localised needs. This may involve partnerships between local communities, RTOs and others.
- Language(s) for delivery of training and for assessment including localised English definitions and terms.
- Levels of literacy / numeracy and comfort with and relevance of written materials / written work in achieving required outcomes.
- Local cultural rules and constraints.
- Access to “curriculum” materials.
- Seating and group placement arrangements for training and assessment.
- Time frames and timing for training and assessment sessions.
- Types and styles of communication and inter-personal interaction / encounter.

- Meeting the needs of indigenous trainees within non-indigenous settings: this will depend on particular circumstances and may involve consultation with trainees; appointment of indigenous or non-indigenous mentors; allowing trainees to identify ways that they could best demonstrate competence; allowing for principles of reasonable adjustment. The balance here must be upon allowing trainees to demonstrate competence appropriately and of course, this is not an issue exclusive to indigenous trainees.

RESOURCES

Considerations

- Selection of appropriate trainers and assessors.
- Availability, accessibility and appropriateness of written, audio-visual, photographic or other resource materials such as necessary equipment.
- Development or adaptation of appropriate resource materials.
- Availability of electricity or availability at required times in remote training and assessment locations.
- Availability of Internet access for online research, training and assessment, where appropriate.

TRAINING AND ASSESSMENT VENUES

Considerations

- What are locally familiar, appropriate, preferred and available venues?
- Are “classrooms” or other interior settings available or appropriate?
- Is an outdoors location preferred / more appropriate?
- Is on-the-job training and assessment most appropriate and how is this best organised?
- Are occupational health and safety issues addressed where electrical equipment is used outside?
- Do local climatic conditions affect training and assessment locations and approaches?

SOME POSSIBLE STRATEGIES

Planning

- Consulting elders about appropriate methods for accessing and using local knowledge.
- Involving the local community, particularly elders, at all stages of the planning, development, training and assessment process. Elders are the repositories of knowledge, both everyday and esoteric as well as the authorities from whom permissions must be sought for process things such as which knowledge can be shared, the ways in which this sharing must occur and how its application can be best assessed.
- Allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving.
- Ensuring participation of local elders – sitting in on sessions / activities, as presenters, mentors, advisors and “supporters”, providing context and “grounding”. This “authority” aspect is very important and in many instances, the mere presence of key elders, even if they are not taking an active role, lends both authority and permission.
- Locating training and development activities in the local community and promoting and ensuring a sense of community ownership, involvement, partnership and control.

Training and assessment approaches

- Orally-based training and assessment with explanation and demonstration.
- Working in pairs for training and assessment.
- Small or large group work for training and assessment: assessment dimensions for indigenous peoples may include a “group” component as well as an individual” component.

- Sand presentations for training and assessment.
- Using artwork or illustrated oral presentations / talks, for presentation and assessment.
- Consulting trainees about preferences and how they feel they can best demonstrate their competence.
- Taking a flexible approach to time and achievement of outcomes.
- Flexible delivery and assessment.
- Identifying culturally appropriate and sensitive trainers and assessors.
- Training external trainers in appropriate and localised approaches and providing essential community and cultural background information / support.
- Developing all training as part of an overall empowerment and confidence-building program.
- Accommodating priorities and obligations within local communities to avoid conflict with training and assessment activities.
- Exploring perceptions and understandings “in community”.
- Allowing multiple, holistic and personalised assessment opportunities.
- Identifying appropriate materials / methods through community and potential trainee consultations.
- Tailoring training and assessment for specific communities rather than applying “blanket” solutions / methods, recognising that there are many thousands of localised indigenous “cultures” and not merely one.
- Personalising training materials with appropriate, local illustrations and applications.
- Training and assessment integrated with work activities as much as possible so that guide training on-the-job might include devising a walking tour looking at bush tucker, based on local plant and animal food species, typography, seasonal availability, names
- Structuring training and assessment as on-going work experience.

DEVELOPING EXAMPLES AND ACTIVITIES

The resources currently available, which support the achievement of competence within specific Units Of Competence, contain suggested activities and examples. Some activities may be relevant for Aboriginal and Torres Strait Islander users but others may not.

If you want to develop your own examples and activities, the following considerations and suggestions may be useful:

Considerations

- Are trainees going to meet visitors from outside localised cultural groupings?
- Can activities be developed which bridge traditional cultural needs and obligations and those of varied outside visitors who also have great cultural diversity?
- Are activities contained completely within a limited cultural world sufficient to achieve the outcomes required by the standards?
- Do set activities enable trainees to demonstrate their competence and satisfy the requirements of the Unit(s) of Competence and the qualification? The challenge is in balancing local situations and needs with national competency standards and qualifications. Qualifications are national and therefore “portable” and these aspects must be considered.
- Are existing activities within resources relevant, able to be adapted according to local needs or do they need replacing with your own or others?

- In developing activities, the competency standards provide a summary of what a person should be able to do and know in order to be assessed as competent. Using the suggested activities as a guide, it may be better to create your own which are relevant but which still enable the requirements for competence to be demonstrated. Steps are:
Read through the competency standard remembering that some are best covered in an “holistic” and “integrated” way and not as separate events
Identify what a trainee needs to be able **to know** and **do** in order to be assessed as **competent**
Identify what trainees know and can demonstrate already
Work out training activities which will enable people doing training / assessment to **demonstrate** the required knowledge and skills (see suggestions below)
Provide the required resources to support activities
Work out the order in which activities need to be completed
Decide how much practice is required
Work out an assessment schedule against the activities.

Activities might include the following; either as “one off” events or as an integrated “collection” or “portfolio”:

- Research – looking for specific information and putting it together in a coherent, ordered way, for example:
finding out about organisations which promote Aboriginal and Torres Strait Islander hospitality and tourism activities
identifying hospitality and tourism operations and activities in a local area and organising them into hospitality and tourism sector categories
finding out about the cultural beliefs and needs of different visitor groups and identifying how these might complement and interact with local cultural beliefs and needs.
- Explaining something, verbally, in writing, through the use of pictures / illustration, for example:
the meanings of paintings at a rock art site
the seasons of edible wild fruits in a local area
the process for issuing a ticket for a day trip
delivering a tour commentary.
- Demonstrating something, for example:
how to change a tyre on a 4 wheel drive vehicle
how to load a boat with passengers, safely
how to set up a camp site
preparing a camp meal
how to identify, collect and prepare bush foods
how to prepare a tour itinerary.
- Responding to workplace issues and problems, for example:
dealing with conflict and disagreement on-the-job
loss of a booking form
vehicle or equipment breakdown
communicating with someone who speaks no English or other language you understand
- Doing a simulated work activity (workmates acting as customers), for example:

selling people artworks and answering questions about the works

dealing with an angry customer

explaining safety precautions to customers on a river bank walk where customers are looking at

wild life and useful plants used by the local people

taking a customer's food and beverage order

completing an invoice.

- Carrying out a “real” work activity, for example:

welcoming guests to an actual site

providing morning tea

ordering supplies from a supplier

reconciling a bank statement.

SOURCES OF HELP FOR TRAINING AND ASSESSMENT

Australian Indigenous Training Advisory Council (AITAC)

Telephone: (07) 3244 5628

Web site: www.itis.edu.au

NATIONAL ABORIGINAL AND TORRES STRAIT EDUCATION WEB SITE

Web site: www.natsiew.nexus.edu.au

Most State and Territory Education Departments have an Indigenous Unit who may be able to provide advice and information.

Training and Assessment for People with Special Needs

Good vocational training and assessment, like customer service, is often about making adjustments to what we do to meet individual needs. When learning to work, every person has slightly different needs. Rarely do stereotypes, clichés or generalisations hold true. This section will assist employers and trainers in the Caravan industry to meet the reasonable adjustment needs of trainees with disabilities.

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure employees and trainees to achieve the standards which customers, employers and training providers expect. Reasonable adjustments need only be that – reasonable. There is no need to go to great lengths to meet the needs of employees with disabilities. It is about identifying what adjustments might reasonably be made and how they may be put into place. The goal is NOT to discount the quality or standards of work expected of an employee or trainee.

More than one in seven Australians of working age are people with some form of disability, yet less than one in twenty people with special needs are engaged in the Vocational Education and Training (VET) system. (ABS 1998) This compares with the general rate of VET participation of nearly one in ten for all Australians. People with special needs are twice as likely as others to be unemployed. This exclusion costs – customers and employees with potential are lost to the industry.

By including people with special needs in training, the industry enhances the Australian characteristic of fairness, and this, for many customers, enhances loyalty. Finally, it is worth remembering that we are all at risk of acquiring a physical or sensory impairment through accident or a mental illness triggered by the stresses of life.

WHAT IS A DISABILITY?

A disability presents some impairment to everyday activity. In practice, some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

Disabilities may affect or relate to a range of human functions including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth. According to the latest survey conducted by the ABS in 1998, there were 3,610, 300 Australians with a disability. Of all these people with special needs, people with a physical disability comprised 33.3%, people with a medical condition 46.6%, people with a psychiatric disability 5.6%, people with an intellectual disability 4.4% and people with a brain injury 1.1%.

Detailed information on how to adjust training and assessment for each of these areas cannot be provided within this section, however, there are many resources available, many of which are listed here.

ADJUSTMENTS IN TRAINING AND ASSESSMENT

There are three steps which can be taken to make training and assessment more appropriate and fair for those with disabilities:

1. Attitudes

Attitudes are often the greatest barrier for people with special needs. Whilst most trainees with special needs will only ever require minor adjustments to ensure their learning is positive, some will require additional support. There are many support agencies, however, trainers occasionally will have to put in additional time. In most cases, doing so will ensure a training provider is complying with the legal requirements of the Disability Discrimination Act.

Positive language can create, for the speaker and listeners alike, an atmosphere of mutual respect essential to training. For example, generally when referring to people with special needs, the 'people' come first. This signifies the primary importance of the person, rather than the disability, as in the difference between a person with an intellectual disability and an intellectually disabled person. This is important, as for those who experience discrimination at work and in life generally, poor expression can add insult to injury.

2. Preparation

The next step is to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done quickly by discussing such issues with the trainee. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that you can do to make reasonable adjustments to enable the trainee to succeed in training and assessment. In some cases, professional support may be required. Below are some sources of assistance.

3. Application

Once you have put into place any reasonable adjustment, it is important to monitor and evaluate what has been done to ensure the best environment for continuous training, because:

Temporary adjustments – ie mechanisms may only need to be in place during an induction period or arising from a temporary disability, in which case evaluation will ensure appropriateness without the need for on-going monitoring

Reinforcing adjustments - - when they need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'

Improving adjustments – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal chat with the trainee may be all that is necessary. However, should adjustments be substantial, or a trainee is not acquiring competencies at a reasonable rate, a more formal process may be justified. This may include:

Performance indicators – training providers, trainees and employers should have agreed indicators of performance which can be measured and monitored

Independent support – a third party independent of the training environment may be usefully involved

Experimentation – if existing adjustments are not proving satisfactory, creative solutions may be applied.

Continuing Review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

SOME EXAMPLES OF REASONABLE ADJUSTMENT

Below are some of the practical things that can be done as part of providing reasonable adjustment to employees and trainees with special needs to enable them to undertake their training and assessment.

Type of Disability	Reasonable Adjustments
Mobility impairment	Provision of wheelchair accessibility, access to aids such as for holding documents, adjustable tables, note taking support, oral rather than written presentations or exams, use of a personal computer, lifting limits
Vision impairment or people who are blind	Use of audio tapes, enlarged text and images, enlarged computer screen images, use of voice synthesisers on computers, good lighting or reading lamps, braille translations, provision for guide dogs, avoid moving furniture without informing the person, provision of additional writing time for assignments / tests
Hearing impairment or people who are deaf	Use of telephone typewriters, audio loops for people using hearing aids, use of Plain English documents, sign language interpreters for training and assessment, fire and alarm systems fitted with flashing lights.
Intellectual disability	Practical learning sessions, repetition of learning exercises, use of Plain English, use of mentors, assessment which is appropriate to the skill (ie avoiding written test for practical tasks), providing additional time
Psychiatric disability	Use of reflective listening skills, identification and avoidance of stresses, use of on-going rather than formal assessments, providing 'time-out' breaks in assessment
People with acquired brain injury	Providing time and patience during training and assessment, using reflective listening skills, providing memory aids (posters, notes etc), minimisation of stress
Speech impairment	Provision of time and patience, paraphrasing, getting them to put things

	in writing, minimising stress.
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Clearly, each case will be different and will need to be discussed with the trainee, and in most cases expert help will be needed, at least in the initial stages. There are many sources of help to assist in employment, training and assessment of a person with a disability. Some are listed below, but a more complete list is available in *Responsibility: Including Clients with Disabilities*.

SOURCES OF HELP FOR TRAINING AND ASSESSMENT

Responsibility: Including Clients with Disabilities – a video and activities book, produced by Tourism Training Tasmania – for training providers in the tourism and hospitality industry.

Available from Tourism Training Australia

Australian National Training Authority 1999. Available from Tourism Training Australia

A New Assessment Tool – Incorporating language, literacy and numeracy skills into Training Packages – a professional development kit for trainers and assessors, ANTA and DEST.

Built in not bolted on (revised edition), DEST

COMMONWEALTH DISABILITY SERVICES PROGRAM CONTACTS

<http://www.facs.gov.au> or by telephone:

New South Wales	(02) 263 3818
Victoria	(03) 9285 8523
South Australia	(08) 8236 6111
Northern Territory	(08) 8946 3555
Queensland	(07) 3360 2800
Western Australia	(08) 9346 5311
Tasmania	(03) 6221 1411
ACT	(02) 6274 5206

Standards Australia

Information Centre 1800 672 321

Building code sales 1300 654 646

This body produces building codes for access

Blind Citizens Australia

PO Box 229

Prahran VIC 3181

(03) 521 3433 or 1800 033 660

Royal Institute for the Blind – in each State and Territory

Australian Federation of Deaf Societies

C/- 59 Cadbury Road

Clairmont TAS 7011

(03) 6273 2422

National Council on Intellectual Disability

PO Box 181

Fyshwick ACT 2609

(02) 6280 8868

Australian National Association for Mental Health

Tweedie Place

Richmond VIC 3121

(03) 9427 0370

Brain Foundation

PO Box 579

Crows Nest NW 2065

(02) 9437 567

*Adapted from Reasonable: Skills that Deliver – an introductory guide to Reasonable Adjustment for Employers in the Tourism and Hospitality Industry
Australian National Training Authority, 1999. Available from Tourism Training Australia

Cultural Issues in Training and Assessment

There may be some cultural issues that impact on the actual training and assessment process. For example, this could relate to the wearing of particular clothing, allowances for religious or cultural observance, cross-gender contacts and authorities, observance of status etc.

Trainers and assessors need to be flexible and to exercise cross-cultural sensitivity in training and assessment situations. Where appropriate, they should make reasonable adjustments to the training and assessment process (not content). For example, in some cultures, the assessment of women may not be appropriate conducted by a male. Where in doubt, trainers and assessors should seek expert advice. The Federal and State/Territory Governments relevant departments of ethnic and cultural affairs should be able to assist you.

LANGUAGE, LITERACY AND NUMERACY IN TRAINING AND ASSESSMENT

Every workplace task involves using the skills of speaking, listening, reading or writing and often mathematical skills as well - in other words, language, literacy and numeracy (LL&N). The LL&N skills are not separate skills: they are integrated within other skills required to complete a work task.

Many employees have weaknesses in one or more of these areas which need addressing if they are to participate effectively in job training. If a trainee does have difficulty with certain LL&N skills, it is more effective if LL&N assistance is given while the work task is being learnt.

If LL&N skills are not addressed explicitly during training, the trainee may enter the workforce with limited skills. This could lead to a poor work performance or have serious implications for such areas as occupational health and safety (OH&S), the quality of customer service, the effectiveness of communications, and the accuracy of financial transactions completed at work.

Spoken language skills are also important for trainees: they need to develop the speaking and listening skills that are part of each workplace competency.

Literacy in the workplace also means being able to:

- recognise workplace documents and signs
- read and/or interpret workplace documents and signs
- write what is required on the job in order to do your job accurately and efficiently.

Numeracy involves being able to carry out the mathematical operations that are necessary in one's job such as the fare calculation task above, but this can also involve a range or combination of tasks. This could be:

- taking measurements (size, weight, temperature)
- using fractions
- working out percentages

- making calculations
- discounting
- working with different currencies
- estimating

Every workplace task involves language, literacy and numeracy skills. These have become increasingly important because of:

- changes in work practices, which have led to increased participation and team work and therefore a greater emphasis on speaking, listening and writing skills
- new technology, which has led to more reliance on computers and therefore a stronger emphasis on associated reading and writing skills within electronic communications
- the importance of OH&S, which has highlighted the need for reading skills required to interpret safety instructions, regulations, etc.
- greater emphasis on quality, which has led to a need for the writing skills necessary to complete required documentation.

All these developments have led to an increased demand for training, and therefore greater responsibilities. As a trainer you need to be aware of two different types of language, literacy and numeracy demands that will be made on the trainees during training:

Language, Literacy and Numeracy Skills in Competency Standards

These LL&N skills required may be explicitly stated in competency standards or training programs, and say things like 'calculate the cost' or 'write the details in the reservations book' but more likely they will be "hidden" and say, for example, 'provide a quote' and 'complete the documentation', or cook the dish 'according to the recipe'. All of these activities require reading skills. In the Caravan Industry Training Package, every competency standard has a section at the end (Key Competencies) which gives examples of these "embedded" LL&N skills required in order to be competent for the job.

In actual training situations, LL&N skills are often needed just to undertake the training and assessment. The scope and level of skills required may be higher than those required to complete the actual job. An example is where trainees are given all their instructions in writing on how to do a practical job. This is a common problem with non-English speaking background (NESB) trainees who may be able to speak and listen competently but may not be able to read English well. Another example is where, in an assessment, an employee demonstrates she is competently able to clean and prepare a room, but is presented with a written test on cleaning techniques which she fails! Remember it is also important that the assessment environment should not disadvantage the candidate.

Therefore, as a trainer, you will have to:

- take the existing LL&N skills of the trainees into account: you work with them regularly you will have a good idea of their skills: if not, you'll have to pay special attention to find out what they can and cannot do
- make sure you communicate effectively while training
- give trainees opportunities to develop the speaking, listening, reading, writing and mathematical skills they need on the job

As an assessor, you will have to:

- take the existing LL&N skills of the candidate into account (if you have conducted some of their training or worked with them, you will have a good idea of their skills; if not, you'll have to find out what they can and cannot do from someone who knows)
- provide appropriate assessment for the task (which may, for example, include alternatives to reading and writing, such as oral questions)
- make sure that the assessment does not involve a higher level of LL&N skills than the tasks being assessed actually require.

Sources of Help for Training and Assessment

There is a range of resource material available addressing language, literacy and numeracy in training, assessment and the workplace. As these are continually being updated and added to, we have not listed any here, however, if you contact the following organisations or go to their websites, you will be able to get the latest list.

The Reading & Writing Hotline

Nation-wide referral service for people seeking literacy and numeracy information, advice and assistance.

Tel: 1300 655 506

LiteracyNet website

This site contains key information about Australian adult literacy activity and links to a range of additional program, resources, professional development and research sites.
www.dest.gov.au/literacynet/resources.htm#Key

Workplace English Language and Literacy

For WELL projects and funding, and NRS information:

Department of Science and Training (DEST)

GPO 9880, Canberra, ACT 2601

Tel: 026240 9963

www.dest.gov.au

Tourism Training Australia

GPO Box 2493, Sydney NSW 2001

Tel: 02 9290 1055

Internet: www.tourismtraining.com.au

Email: tta@ozemail.com.au

National Assessors and Workplace Trainers

C/- Business Services Training Australia

Level 7, 163 Eastern Road, South Melbourne, VIC 3205

Tel: 03 9645 7555

Email: admin@bsitab.org

Internet: www.bsitab.org

Australian Training Products

Level 25, 150 Lonsdale Street, Melbourne, VIC 3000

Tel: 03 9655 600

Internet: www.atpl.net.au

Adult Education Resource and Information Services

C/- Language Australia
GPO Box 372F, Melbourne, VIC 3001
Tel: 03 9612 2600
Internet: www.languageaustralia.com.au

For resource index:

Internet: <http://www.aris.com.au/cgi-bin/publications/index.pl>

Australian Council for Adult Literacy (ACAL)

Administration Office: 19 Robertson Street, Preston VIC 3072
Postal Address: PO Box 850, Reservoir VIC 3073
Tel: (03) 9478 3826
Fax: (03) 9442 4508
Email: acal@mira.net
Internet: www.acal.edu.au

The Australian National Training Authority

GPO Box 3120, Brisbane QLD 4001
Tel: 07 3246 2320
Internet: www.anta.gov.au

Resources:

'Frequently Asked Questions about Language, Literacy and Numeracy in the AQTF', ANTA, 2002.

'A New Assessment Tool - Incorporating language, literacy and numeracy skills into Training Packages - A professional development kit for trainers and assessors', ANTA and Department of Education Science and Training (DEST).

'Built In Not Bolted On' Department of Education Science and Training (DEST).

E-business in the Caravan Industry

In the last decade, the Internet and the World Wide Web have changed the global market place. Information about products and services is readily available and consumers' expectations are being altered by these technologies. The new generation has been exposed to the Internet from an early age and this exposure has led to increased demand. According to recent research, international tourists gather information about Australia before they visit, and it is certain that more and more of these use the Internet to do so. The same is true for increasing numbers of domestic tourists.

Whilst there is still some discussion about the exact nature of e-business, or e-commerce as it is sometimes known, e-business is generally defined as doing business electronically, both within enterprises and externally, using computer networks or telecommunications.

E-business therefore has enormous potential to create business efficiencies and boost economic growth. According to Government research, e-business can lower costs, increase efficiencies, reduce inventories, expand market reach, increase scope to market and provide competitive advantages. It is in fact, transforming what it means to do business today.

The Internet is a powerful selling tool for tourism operators. The customer can gain an impression of the product or service through images, virtual tours, information and comments from previous customers. Therefore companies or operators with online representation have a significant advantage over others who are still doing business only through traditional channels. If businesses fail to advertise themselves on the internet, they will lose in this new battle and may eventually be removed from the market. Similarly, destinations without web representation will simply be ignored by the vast majority, a fact that is of vital importance and consequence for Australian tourism.

Developing a home page and listing it with major portals or search engines, therefore, will become a very important step, particularly for smaller operations such as caravan parks which would like to survive the Internet revolution.

Research indicates that Australian home users spend 46 minutes per day on average on the Internet. In 2000, up to 40% of the Australian population were online. Further, 34% of Australian households had Internet access at home and this continues to grow exponentially. Therefore, it is important for smaller enterprises to participate in online initiatives with others who have a larger audience base in both the domestic and international market. For example, the Australian Tourism Commission's customer website, <http://www.australia.com> recorded a significant increase in hit rates for 1999/00. The website handled more than 85% of total inquiries across the region via the Internet.

The Tourism and Hospitality Industry in Australia is made up of a few large companies and many small to medium sized businesses (SMEs). In many cases, operators are not computer-literate or are currently not interested in trading on-line. However, a combination of the legislative demands from government, increasing technological skills requirements, and the integration of information technologies into all facets of life, will increase pressures for on-line business capability.

WHAT SKILLS ARE NEEDED TO PARTICIPATE IN E-BUSINESS?

The Hospitality and Tourism Industries are labour-intensive sectors, which employ a significant proportion of part-time, non-skilled and semi-skilled labour. Skills development and training are therefore important in sustaining high service levels; providing career pathways and ensuring the effective use of technologies, including online technology, to increase productivity. A wide range of computer and e-business skills is required throughout the Hospitality and Tourism industries. Research undertaken indicates the following skill and knowledge requirements:

- Operating a personal computer
- Sending and receiving e-mail
- Connecting a PC to the internet
- Using a browser to access the world wide web
- Gathering and managing information online
- Operating accounting & database applications
- Operating a variety of software/reservations systems/vendor systems
- Making/Receiving payments and banking online
- Buying & selling online
- Online marketing
- Offering Quality Customer Service to customers online
- Developing, maintaining and monitoring a business website
- Participating in co-operative marketing.

The Competency Standards within the Caravan Industry Training Package address these skills and knowledge requirements. They can be incorporated into existing qualifications within the Tourism, Hospitality and Caravan Industry Training Packages or be used as the basis for short courses to meet immediate or specific training needs.

Using E-business Competency Standards

The Caravan Industry sectors, like the Tourism and Hospitality industry, include a diverse variety of enterprise types and sizes, jobs and skill levels. In the evolving and changing world, e-business skill requirements are therefore very varied.

The following characteristics have been identified within specific sectors:

- Many operators require staff to be reasonably skilled when employed and also conduct specific in-house training
- Others, particularly smaller operators, participate in local/regional websites and a variety of Internet marketing programs, and use the Internet predominantly as a marketing and information tool
- Certain sectors including travel/transport, wholesaling, tour operations and accommodation (including caravan parks), receive direct bookings from customers through their own or associated websites
- Among small operators, the processing of reservations is sometimes outsourced, and the need for further training is evident to allow them to cut costs by handling these functions themselves.
- The industry has diverse operating/reservations systems particular to certain sectors, eg. Galileo and Sabre in the retail/wholesale sectors and Summit in the meetings & events sectors, and it is widely expected that new staff come equipped with the skills to operate these systems.
- Knowledge of management tools such as database and spreadsheet applications, online banking and maintaining online records are regarded as valuable skills, in both small to medium enterprises (SME's)

- Employees in many enterprises are required to be multi-skilled and able to carry out computer-based activities as part of a raft of skills and job functions
- Computer aided design (CAD) and computer-based manufacturing are emerging as significant trends in the caravan sector and are leading to a rise in base skills and educational requirements for apprentices / trainees
- Computerisation in areas such as stock control and inventory management as well as online purchasing also adds to skill needs for employees.

Source: E-business in the Tourism, Hospitality and Caravan Industries, Tourism Training Australia, 2001

It is therefore necessary to address these skills requirements in a flexible way, to meet particular skills needs, now and in the future, of different employees and industry sectors. No one training program will meet all needs.

Options for Development of E-business Skills

The competency standards in this volume cover a wide range of e-business and computer-related skills. There are also other computer skills in Volume Two. They may be offered as part of Tourism, Hospitality (and Caravan) certificates, or be grouped to form short courses targeted to suit specific needs. For those seeking specialised information technology skills, it may be better for them to undertake qualifications from the Information Technology and Telecommunications (IT & T) Training Package.

Integrating E-business Units into Existing Programs

All current certificates and diplomas in the Tourism, Hospitality and Caravan industry Training Packages have the option of including e-business and computer skills units as electives.

Students undertaking pre-employment courses (school leavers) or those undertaking training whilst working, would be able to access training for e-business by selecting relevant units as electives within an existing course. This would vary according to the nature of the job outcome sought and their own skills levels. Training providers may wish to offer e-business units as electives in a range of programs, or offer entire certificates with an e-business focus where appropriate, for example, Certificate IV in Tourism (Operations).

Packaging Units for Delivery

E-business, whilst it has different characteristics to other communication channels (and different technical skill requirements), may be considered as just another way of doing business. It therefore needs to be integrated into other relevant business units. For example, BSBEBUS522A Conduct e-marketing communications could be delivered together with THHGCS07B Co-ordinate marketing activities. BSBEBUS408A Implement and monitor delivery of quality customer service online, could be delivered after or together with THHGLE11B Manage quality customer service, depending on the situation and context.

The units do not have specified pre or co-requisites, however, it is important that they be selected and delivered carefully together with other relevant skills. For example, technical skills such as building a website would require a certain level of computer skills. For units such as BSBEBUS403A Communicate electronically, it is also assumed that learners have

the underpinning communication skills. In all cases, when packaging e-business units, there needs to be an awareness of underpinning skills. For example, customer service skills underpin most electronic transactions and communications, and therefore need to be integrated into delivery and assessment of all relevant e-business units involving trading or communication.

Developing Short Courses in E-business for Industry Operators

The training requirements of tourism and hospitality businesses vary greatly, depending in a large part on the existing skills of individuals. Most businesses would now use or plan to use email to send and receive messages from customers and clients, and may participate in co-operative on-line marketing initiatives run by local tourism bodies. Others with higher technology skills, may operate their own website and do a large part of their business on-line.

Short courses, at different levels could be developed to provide these skills for those who do not yet have them. These could result in Statements of Attainment. Where participants do not have even basic computer skills, additional units such as BDCMN108A Develop keyboard skills or BDCMN205A Use business technology (from Volume Two) could be added. The following are suggested **Short Courses (Statements of Attainment) for Small Business Operators:**

STAGE 1 - INTRODUCTION TO THE WEB

- ICAITS193A Connect a workstation to the internet
- BSBEBUS302A Use and maintain electronic mail system
- THTSOP01B Use an automated information system (tourism unit) or BSBEBUS401A Conduct online research
- THHGCT04A Participate in co-operative online tourism industry marketing initiatives
- BSBEBUS501A Evaluate e-business opportunities

STAGE 2 – DOING BUSINESS ON THE WEB

- BSBEBUS604A Develop a business website strategy
- THHGCT05A Build and launch a website for a small business
- BSBEBUS507A Manage the business aspects of a website
- BSBEBUS407A Review and maintain the business aspects of a website
- BSBEBUS522A Conduct e-marketing communications

STAGE 3 – MAXIMISING E-BUSINESS OPPORTUNITIES

- BSBEBUS502A Evaluate e-business models
- BSBEBUS601A Develop an e-business strategy
- BSBEBUS602A Develop an action plan for an e-business strategy
- BSBEBUS504A Implement an e-business strategy
- BSBEBUS521A Plan e-marketing communications
- BSBEBUS613A Develop online customer service strategies
- BSBEBUS408A Implement and monitor delivery of quality customer service online

SELECTING EXISTING E-BUSINESS QUALIFICATIONS

Those with major IT and business responsibilities within Tourism, Hospitality and Caravan enterprises (particularly medium to large organisations) may wish to consider undertaking full qualifications within the IT&T and Business Services Training Packages. While there is

an ability to customise industry-specific qualifications and include units of competence from these other Packages, individual and enterprise needs and interests may dictate a more specialised business or IT qualification.

Certificates of particular relevance to Tourism or Hospitality enterprises from the IT&T Package are:

- Certificate I in Information Technology (E-Consumer) ICA10101
- Certificate IV Information Technology (Website Design) ICA41101
- Certificate IV in Information Technology (Website Administration) ICA41001

These certificates are technically focussed but can be delivered in a Tourism, Hospitality or Caravan Industry context. Refer to the IT&T Training Package for details of these and other qualifications.

LIST OF APPENDICES

APPENDIX A

Relationship between Qualifications and Units of Competence in THC99 (old) and THC04 (new)

APPENDIX B

Australian Qualifications Descriptors

APPENDIX C

Caravan Industry Competency Standards: AQF Packaging and Summary of Content

APPENDIX D

Caravan Industry Competency Standards: Pre-requisite Units

APPENDIX E

Relationship to Other Industry Competency Standards

APPENDIX F

Australia and Overseas Equivalences

Appendix G

Caravan Industry Training Package: Suggested Equipment and Resource Lists

APPENDIX H

Glossary

OVERVIEW OF CHANGES

The review of the Caravan Industry Training Packages included widespread and extensive consultation with industry and training providers. As a result, some key changes have been made in this version. An overview is as follows:

- review of all qualifications to ensure alignment with AQF, provide better staging of skills and to provide maximum flexibility while meeting industry skills requirements
- development of a Diploma of Recreational Vehicle Manufacturing to provide a pathway for the manufacturing and servicing sectors
- removal of Certificate 1 in Caravan Park operations
- removal of impediments to achievement of qualifications due to State/Territory licensing requirements
- expansion of industry guidance for packaging qualifications through the inclusion of examples of elective groups for particular job outcomes
- development of supporting information in Volume One such as a summary of unit content, guidance on AQF packaging, and mappings of pre-requisite units and generic skills, plus Supporting Information on resource requirements for assessment, training and assessment for equity groups and indigenous people, and advice on addressing language, literacy and numeracy
- general enhancement of all competency standards, including more detailed guidance on knowledge requirements, improved guidance on assessment, and more specific and rigorous assessment requirements
- minor changes to some competency standards in codes, titles and/or content
- development or incorporation of competency standards to cover new area including e-business, languages other than English and innovation
- development of new competency standards to fill in identified gaps including a new stream on supporting technical skills
- inclusion of the latest versions of competency standards reviewed under other industry reviews including Tourism, Hospitality, Retail and Horticulture
- the provision of examples within each competency standard on the application of Key Competencies and suitable assessment methods.

EXPLANATION OF CODE CHANGES TO COMPETENCY STANDARDS

In most instances the only change to unit codes is the change of the suffix from 'A' to 'B'. This has occurred when:

the outcome of a unit has remained substantially the same (80% commonality or more)
there have been minor changes to content
the unit has undergone all of the changes listed above

Where a unit has the suffix 'A' this means that it is a new unit or that it is substantially different to previous related units. It may also mean that the unit is an imported unit and has been re-coded to the Caravan Package due to subsequent reviews in the source Package, making it no longer suitable.

SUMMARY OF CHANGES TO QUALIFICATIONS

Recreational Vehicle Manufacturing (Certificates II – Diploma)

Minor changes to Certificate II to replace manufacturing skills units with units addressing underpinning skills and knowledge to provide better staging of skills

Removal of units dealing with LP Gas from the Cores to enable achievement of Certificates under current licensing arrangements

More choice of electives for Certificate IV

Development of a Diploma of Recreational Vehicle Manufacturing with entry points from Manufacturing and Servicing, to provide a qualification for managers and a pathway for manufacturing and servicing.

Recreational Vehicle Servicing (Certificate II – IV)

- As for Manufacturing, plus;
- Removal of assessing and quoting a job from each unit of competence and development of a separate unit to better meet varying job requirements and the needs of those whose job does not include assessing and quoting

Recreational Vehicle and Accessories Servicing

- Increased flexibility in elective choice in all certificates
- More relevant core units

Caravan Park Operations

- Removal of Certificate 1 in Caravan Park Operations since there are no jobs at that level and pathways into Certificate II are provided by Certificate I in Hospitality Operations and Certificate I in Tourism (Australian Indigenous Culture)
 - Reduced number of electives in Certificate II but more choice in electives
 - More flexibility and elective choice in certificates III, IV and the Diploma
 - Removed THCPAR01B *Perform Caravan Park Accommodation Procedures* and THCPAR02A *Supervise caravan park procedures* as they are addressed in other units:
-

MAPPING OF CHANGES TO QUALIFICATIONS

THC99 Caravan Industry Training Package replaced by THC04 Caravan Training Package		
THC99 Qualification (Old)	THC04 Qualification (New)	Comments
THC10199 Certificate I in Caravan Park Operations		Removed
	THT10102 Certificate I in Tourism (Australian Indigenous Culture)	
THC20199 Certificate II in Recreational Vehicle Manufacturing	THC20104 Certificate II in Recreational Vehicle Manufacturing	
THC20299 Certificate II in Recreational Vehicle Servicing	THC20204 Certificate II in Recreational Vehicle Servicing	
THC20399 Certificate II in Recreational Vehicle Retailing	THC20304 Certificate II in Recreational Vehicle Retailing	
THC20499 Certificate II in Caravan Park Operations	THC20404 Certificate II in Caravan Park Operations	
THC30199 Certificate III in Recreational Vehicle Manufacturing	THC30104 Certificate III in Recreational Vehicle Manufacturing	
THC30299 Certificate III in Recreational Vehicle Servicing	THC30204 Certificate III in Recreational Vehicle Servicing	
THC30399 Certificate III in Recreational Vehicle and Accessories Retailing	THC30304 Certificate III in Recreational Vehicle and Accessories Retailing	
THC30499 Certificate III in Caravan Park Operations	THC30404 Certificate III in Caravan Park Operations	
THC40199 Certificate IV in Recreational Vehicle Manufacturing	THC40104 Certificate IV in Recreational Vehicle Manufacturing	
THC40299 Certificate IV in Recreational Vehicle Servicing	THC40204 Certificate IV in Recreational Vehicle Servicing	
THC40399 Certificate IV in Recreational Vehicle Retailing	THC40304 Certificate IV in Recreational Vehicle and Accessories Retailing	
THC40499 Certificate IV in Caravan Park Supervision	THC40404 Certificate IV in Caravan Park Supervision	
	THC50104 Diploma of Recreational Vehicle Manufacturing	New qualification
THC50199 Diploma of Caravan Park Management	THC50404 Diploma of Caravan Park Management	

APPENDIX A: CARAVAN INDUSTRY TRAINING PACKAGE: RELATIONSHIP BETWEEN NEW PACKAGE (THC04) AND NEW PACKAGE (THC99)

CHANGES TO COMPETENCY STANDARDS

The first columns contain the current unit codes and titles. Titles have not changed unless otherwise stated.

All units now ending with a B were previously coded with an A unless otherwise stated. There are also some units now coded with a C which were previously coded with a B.

Common Core Clarification and strengthening of assessment requirements in all units.		
THHCOR01B	Work with colleagues and customers	Increased detail in knowledge requirements. Included reference to communications media.
THHCOR03B	Follow health, safety and security procedures	
THCCOR04B	Develop and update caravan industry knowledge	Increased detail in knowledge requirements
THCCOR05B	Plan and organise daily work	
Customer Service, Sales and Marketing Clarification and strengthening of assessment requirements in all units.		
THHGCS01B	Develop and update local knowledge	Greater specification of local knowledge requirement.
THHGCS02B	Promote products and services to customers	Specification of knowledge requirements in relation to marketing
THHGCS03B	Deal with conflict situations	
THHGCS04B	Make presentations	
THHGCS06B	Plan and implement sales activities	
THHGCS07B	Co-ordinate marketing activities	Elements and performance criteria rationalised to allow for better application to different marketing activities
THHGCS08B	Establish and conduct business relationships	
THTSMA01B	Co-ordinate the production of brochures and marketing materials	
THTSMA02B	Create a promotional display / stand	
Hygiene, Health, Safety and Security Clarification and strengthening of assessment requirements in all units.		
THHGHS01B	Follow workplace hygiene procedures	
THHGHS02B	Clean premises and equipment	
THHGHS03B	Provide first aid	Amended in line with national guideline first aid standards.
THHGHS11A	Manage casualty in a remote area	New unit based on national guideline first aid standards.
THCGHS04B	Handle hazardous materials safely	Increased detail

THCGHS06B	Meet OH&S requirements associated with electrical work	Clarified context and application – incorporated elements from THCGH05 Recognise and act upon electrical hazards
THCGHS08B	Respond to emergencies	Rationalised and included aspects from Co-ordinate emergency response
THCGHS09B	Tow a recreational vehicle safely	Aligned to reviewed unit from transport unit – added in more detail and separate elements for on and off the road towing
UTENES209B	Attach flexible cords & plugs to electrical equipment to 250 volt supply	Reviewed unit from Utilities Training Package
UTGNGS204B	Fill gas cylinders	Reviewed unit from Utilities Training Package
THHADTHS01B	Plan and conduct evacuation of premises	Unit moved from Security bundle

Quality Assurance

Clarification and strengthening of assessment requirements in all units
Expanded Performance Criteria, Range Statement and Evidence Guides

THCGQA01B	Apply quality standards and procedures	
THCGQA02B	Develop, implement and monitor quality standards and procedures	Added in new Element (1): Develop quality assurance systems Changed title to reflect changes (was, Implement & Monitor Continuous Improvement Systems & Procedures

General Administration

Clarification and strengthening of assessment requirements in all units.

THHGGA01B	Communicate on the telephone	
THHGGA02B	Perform office procedures	Minor change to unit title (was previously Perform clerical procedures)
THHGGA03B	Source and present information	
THHGGA04B	Prepare business documents	
THHGGA05B	Plan and manage meetings	
THHGGA06B	Receive and store stock	
THHGGA07B	Control and order stock	
THHGGA010B	Monitor and obtain materials and services	Added new element addressing ongoing review and monitoring to reflect purpose

Financial Administration

Clarification and strengthening of assessment requirements in all units.

THHGFA01B	Process financial transactions	Unit expanded.
THHGFA02B	Maintain financial records	Unit re-organised, significantly expanded and clarified.
BSBADM309A	Process accounts payable and receivable	Unit imported from Business Services Training Package.
BSBADM308A	Process payroll	Unit imported from Business Services Training Package.
BSBADM310A	Maintain a general ledger	Unit imported from Business Services Training Package.

THHGFA06A	Interpret financial information	New unit endorsed under T and H Training Packages. Key focus is underpinning knowledge of terminology and reporting. Often required by supervisors.
BSBADM505A	Manage payroll	Unit imported from Business Services Training Package.
BSBADM408A	Prepare financial reports	Unit imported from Business Services Training Package.

Computer Technology

Units imported from the Business Services Training Package to replace existing units

BSBCMN108A	Develop keyboard skills	Unit imported from Business Services Training Package.
BSBCMN205A	Use business technology	Unit imported from Business Services Training Package. Previously (and equivalent to) THHGCT01A Access and Retrieve Computer Data.
BSBCMN213A	Produce simple wordprocessed documents	Unit imported from Business Services Training Package. Previously (and equivalent to) THHGCT02B Produce documents on computer
BSBCMN306A	Produce business documents	Unit imported from Business Services Training Package. This unit plus BSBADM304A Design and develop text documents relates to and is equivalent to THHGCT03B Design and develop computer documents, reports and worksheets
BSBADM304A	Design and develop text documents	Unit imported from Business Services Training Package. This unit plus BSBCMN306A Produce business documents relates to and is equivalent to THHGCT03B Design and develop computer documents, reports and worksheets
BSBADM305A	Create and use databases	Unit imported from Business Services Training Package.
BSBADM306A	Create electronic presentations	Unit imported from Business Services Training Package.
BSBADM403A	Develop and use complex databases	Unit imported from Business Services Training Package.
BSBCMN214A	Create and use simple spreadsheets	Unit imported from Business Services Training Package
BSBADM404A	Develop and use complex spreadsheets	Unit imported from Business Services Training Package.

Merchandise Sales

- All units imported from the reviewed Retail Training Package

WRRS1B	Sell products and services	Reviewed unit
WRRS2B	Advise on products and services	Reviewed unit
WRRCS2B	Apply point of sale handling procedures	Reviewed unit
WRRLP2B	Minimise theft	Reviewed unit
WRRM1B	Merchandise products	Reviewed unit

Training and Assessment

- Clarification and strengthening of assessment requirements in tourism and hospitality unit.
- All other units imported from Business Services Training Package.
- Please contact relevant ITAB for any recent changes.

THHGTR01B	Coach others in job skills	
BSZ401A	Plan assessment	
BSZ402A	Conduct assessment	
BSZ403A	Review assessment	
BSZ404A	Train small groups	
BSZ405A	Plan and promote a training program	
BSZ406A	Plan a series of training sessions	
BSZ407A	Deliver training sessions	
BSZ408A	Review training	

Supporting Technical Skills

New group of competency standards

Some units are revised and contextualised units from Metals and Engineering and Building and Construction Training Packages and have been re-coded to the Caravan Package

THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities	New unit
THCSTS02A	Use hand and power tools	Previously MEM18.1A and MEM18.2A Combined, contextualised and re-coded to caravan industry
THCSTS03A	Use small plant and equipment	Contextualised from Building and Construction unit - removed references in RS to terrazzo grinders, wheelbarrows, trestles and planks etc
THCSTS04A	Carry out measurements and calculations	Based on Building and construction unit. Customised to suit RV manufacturing and removed PC on estimating project costs related to quantities and materials as not relevant to RV manufacturing or servicing
THCSTS05A	Read and interpret plans and drawing for a recreational vehicle	Customised from Building and construction unit
THCSTS06A	Produce computer-aided designs (CAD) for a recreational vehicle	Developed from Architectural Drawing and Building units and contextualised to RV industry
THCSTS07A	Carry out mechanised cutting	Contextualised from MEM5.5A (removed irrelevant materials, tools from R of V). Title changed to avoid confusion with MERS unit (Carry out mechanical cutting)
MEM5.12AB	Perform routine manual metal arc welding	From Metals and Engineering Training Package
MEM5.50AA	Perform routine gas metal arc welding	From Metals and Engineering Training Package

Leadership and Management

Clarification and strengthening of assessment requirements in all units.

THHGLE01B	Monitor work operations	
THHGLE02B	Implement workplace health, safety and security procedures	
THHGLE03B	Develop and implement operational plans	

THHGLE04B	Establish and maintain a safe and secure workplace	Unit elements rationalised.
THHGGA08B	Plan and establish systems and procedures	
THHGGA09B	Manage projects	
THHGLE16B	Manage physical assets	
THHGLE17B	Manage and purchase stock	
THHGLE18B	Monitor and maintain computer systems	
THHGLE19B	Develop and implement a business plan	
THHGLE20B	Develop and update the legal knowledge required for business compliance	Significant clarification of the scope of legal knowledge required.
THHGLE22A	Manage risk	New unit based on a unit from Business Services Training Package.
THHGLE05B	Roster staff	
THHGLE06B	Monitor staff performance	
THHGLE07B	Recruit and select staff	
THHGLE08B	Lead and manage people	
THHGLE09B	Manage workplace diversity	
THHGLE10B	Manage workplace relations	
THHGLE21B	Provide mentoring support to business colleagues	
THHGLE11B	Manage quality customer service	Re-organisation of elements for clarification.
THHGLE12B	Develop and manage marketing strategies	Significant changes to expand research and analysis phases, unit now aligns to several Business Services units.
THHGLE13B	Manage finances within a budget	New unit THHGFA06A Interpret financial information now provides the underpinning knowledge for this unit.
THHGLE14B	Prepare and monitor budgets	
THHGLE15B	Manage financial operations	Elements on special projects removed (covered in Manage Projects). Greater clarification of scope.
E-business Most units imported from Business Services and IT&T Training Packages		
THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry	New unit
BSBEBUS501A	Evaluate e-business opportunities	Unit imported from Business Services Training Package
BSBEBUS502A	Evaluate e-business models	Unit imported from Business Services Training Package
BSBEBUS603A	Evaluate new technologies for business	Unit imported from Business Services Training Package
BSBEBUS601A	Develop an e-business strategy	Unit imported from Business Services Training Package
BSBEBUS602A	Develop an action plan for an e-business strategy	Unit imported from Business Services Training Package

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BSBEBUS504A	Implement an e-business strategy	Unit imported from Business Services Training Package
BSBEBUS613A	Develop online customer service strategies	Unit imported from Business Services Training Package
BSBEBUS614A	Build online customer loyalty	Unit imported from Business Services Training Package
BSBEBUS408A	Implement and monitor delivery of quality customer service online	Unit imported from Business Services Training Package
BSBEBUS604A	Develop a business website strategy	Unit imported from Business Services Training Package
BSBEBUS507A	Manage the business aspects of a website	Unit imported from Business Services Training Package
BSBEBUS407A	Review and maintain the business aspects of a website	Unit imported from Business Services Training Package
THHGCT05A	Build and launch a website for a small business	New unit
CUFIMA01A	Produce and manipulate digital images	Unit imported from Film and Television Training Package
BSBEBUS521A	Plan e-marketing communications	Unit imported from Business Services Training Package
BSBEBUS522A	Conduct e-marketing communications	Unit imported from Business Services Training Package
BSBEBUS401A	Conduct online research	Unit imported from Business Services Training Package
BSBEBUS516A	Manage online purchasing	Unit imported from Business Services Training Package
BSBEBUS517A	Manage online inventory	Unit imported from Business Services Training Package
BSBEBUS519A	Manage online sales systems	Unit imported from Business Services Training Package
BSBEBUS520A	Manage online payment systems	Unit imported from Business Services Training Package
BSBEBUS404A	Trade online	Unit imported from Business Services Training Package
BSBEBUS405A	Conduct online financial transactions	Unit imported from Business Services Training Package
ICAITS193A	Connect a workstation to the internet	Unit imported from Information Technology and Telecommunications Training Package
ICAITS017C	Maintain system integrity	Unit imported from Information Technology and Telecommunications Training Package
BSBEBUS302A	Use and maintain electronic mail system	Unit imported from Business Services Training Package
BSBEBUS403A	Communicate electronically	Unit imported from Business Services Training Package

Innovation

New units based on guideline competency standards

THCICS01A	Contribute to workplace improvements	New unit
THCICS02A	Share ideas in the workplace	New unit
THCICS03A	Develop innovative ideas at work	New unit
THCICS04A	Originate and develop a concept	New unit
THCICS05A	Lead a team to foster innovation	New unit

THCICS06A	Create an innovative work environment	New unit
THCICS07A	Set up systems that support innovation	New unit
Recreational Vehicle Manufacturing Clarification and strengthening of Range Statements, Underpinning Knowledge and Skills and Assessment requirements in all units Removal of any aspects requiring licensing Expanded OH&S requirements		
THCMAN10A	Assess and carry out non-structural modifications to the chassis of a recreational vehicle	New unit for those not requiring the skill to build a chassis
THCMAN01B	Build a recreational vehicle chassis	
THCMAN02B	Build the floor for a recreational vehicle	
THCMAN03B	Construct and install the walls and roof for a recreational vehicle	
THCMAN04B	Install 12/24Volt DC cabling in a recreational vehicle	
THCMAN05B	Install LP gas systems in a recreational vehicle	
THCMAN06B	Install furniture and appliances in a recreational vehicle	
THCMAN07B	Install and connect the low pressure water system within a recreational vehicle	
THCMAN08B	Sheet, glaze and finish a recreational vehicle	
THCMAN09B	Build furniture for a recreational vehicle	
Recreational Vehicle Servicing Clarification and strengthening of Range Statements, Underpinning Knowledge and Skills and Assessment requirements in all units Expanded OH&S requirements		
THCSER01B	Repair or service a recreational vehicle chassis	Removed Assessing and Quoting the Job
THCSER02B	Replace floorcoverings in a recreational vehicle	Removed Assessing and Quoting the Job
THCSER03B	Repair the walls and roof of a recreational vehicle	Removed Assessing and Quoting the Job
THCSER04B	Repair or replace 12/24 Volt DC cabling in a recreational vehicle	Removed Assessing and Quoting the Job
THCSER05B	Repair/service LP gas systems in a recreational vehicle	Removed Assessing and Quoting the Job
THCSER06B	Remove and re-install furniture and appliances in a recreational vehicle	Removed Assessing and Quoting the Job
THCSER07B	Service/repair the water system in a recreational vehicle	Removed Assessing and Quoting the Job
THCSER08B	Repair damaged sheeting and glazing of a recreational vehicle	Removed Assessing and Quoting the Job
THCSER09B	Repair furniture for a recreational vehicle	Removed Assessing and Quoting the Job

THCSER10A	Repair or service running gear for a recreational vehicle	New unit
THCSER11A	Assess and quote the job	New unit
Recreational Vehicle and Accessories Retailing Most units reviewed under Retail Package review		
THCRET01B	Plan and construct an outdoor marketing display	Expansion of Range Statements and underpinning knowledge
WRRM3B	Co-ordinate merchandise presentation	
WRR01B	Manage merchandise and store presentation	
WRR14B	Buy merchandise	
WRRLP4B	Maintain store security	
Caravan Park Office Clarification and strengthening of Range Statements, Underpinning Knowledge and Skills and Assessment requirements in all units Tourism and Hospitality units reviewed under Tourism and Hospitality Training Package review		
THHCOR02B	Work in a socially diverse environment	
THTCO01B	Develop and update tourism industry knowledge	
THHBFO02B	Provide accommodation reception services	Minor code change (was THHBFB02/3A)
THHGCS01B	Develop and update local knowledge	
THHGCS03B	Deal with conflict situations	
THTSOP01B	Operate an automated information system	
THTSOP03B	Access and interpret product information	
THTSOP04B	Sell tourism products and services	
THTSOP06B	Receive and process reservations	This unit replaces BFO01A Receive and Process Reservations
THTSOP07B	Book and co-ordinate supplier services	
THTSOP08B	Operate a computerised reservations system	
THTPPD02B	Research tourism data	
THTPPD03B	Source and package tourism products and services	
THTPPD12B	Develop host community awareness of tourism	
THTPPD13B	Assess tourism opportunities for local communities	
THTFTG07B	Research and share general information on indigenous Australian culture	

THTFTG08B	Interpret aspects of local indigenous Australian culture	
THCGCS09A	Organise in-house recreational activities	New unit
THHBH01B	Provide housekeeping services to guests	
THHBH03B	Prepare rooms for guests	
Parks, Grounds and Maintenance Clarification and strengthening of Range Statements, Underpinning Knowledge and Skills and Assessment requirements in all units Inclusion of reviewed units from the Horticulture Training Package where suitable.		
THTGTM01B	Carry out general maintenance	
THTGTM02B	Carry out grounds maintenance	
THTGTM03B	Monitor water quality	Clarification of applicability of unit, knowledge requirements
THTGTM05C	Supervise maintenance operations	Reviewed – removed reference to constructions
THCGTM06B	Use, transport and store chemicals and biological agents	Added in elements addressing transport and storage
THCGTM07B	Install and/or modify irrigation systems	
THCGTM08B	Operate irrigation systems	Retained existing Horticulture unit and re-coded to Caravan Package as reviewed unit no longer suitable
THCGTM09A	Provide turf care	Retained existing Horticulture unit and re-coded to Caravan Package as reviewed unit no longer suitable
THCGTM10A	Control weeds, plant pests and diseases	Retained existing Horticulture units, combined weeds with pests, and re-coded to Caravan Package as reviewed units no longer suitable
THCGTM11A	Collect waste or recyclables	Based on previous Local Govt unit RE66008 Collect Refuse or Recyclables. Contextualised and re-coded to suit caravan parks
THCGTM12A	Operate tractors, machinery and equipment	Retained existing Horticulture units, merged in tractors and re-coded to Caravan Package as reviewed units no longer suitable
RTC2304A	Operate and maintain chainsaws	Imported unit from Horticulture
TDTB0301B	Carry out vehicle maintenance and minor repairs	Unit imported from Transport Training Package.
RTC2026A	Undertake propagation activities	Revised Horticulture unit
RTF3036A	Plan and establish planted displays	Revised Horticulture unit
RTF2017A	Prune shrubs and small trees	Revised Horticulture unit
RTC2005A	Fell small trees	Revised Horticulture unit
RTF2208A	Lay paving	Revised Horticulture unit
THCGTM13A	Construct timber, concrete or modular structures	Combined Horticulture units on timber, concrete and modular structures and re-coded to Caravan Package as reviewed units no longer suitable
THCGTM14A	Set out landscape works	Retained existing Horticulture unit and re-coded to Caravan Package as reviewed unit no longer suitable
THCGTM15A	Plan and implement environmentally responsible practices	Retained existing Horticulture unit and re-coded to Caravan Package as reviewed unit no longer suitable
THCGTM16A	Develop and implement a grounds maintenance program	Added in element on supervising machine maintenance, re-coded to Caravan Package

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RTC4905A	Cost a project	Revised Horticulture unit
THTPPD06B	Plan and develop ecologically sustainable tourism operations	
Removed Units:		
THCPAR01A	Perform caravan park accommodation procedures	Addressed in other units eg THTSOP08B Operate a computerised reservations system, THHBFO02B Provide accommodation reception services
THCPAR02A	Supervise caravan park procedures	Addressed in other units eg THHGGA02B Perform office procedures
WRRF.3A	Produce financial reports	Addressed in other units eg BSBADM408A Prepare financial reports
THCGHS10A	Co-ordinate emergency response	Combined with THHCGH08B Respond to emergencies. Also addressed in new unit THHGLE22A Manage risk
THCGH05	Recognise and act upon electrical hazards	Added into THCGH06A Meet occupational health and safety requirements associated with electrical work
RUHHRT419A	Supervise machinery maintenance	Now addressed in THTGTM05B Supervise maintenance operations

AQF Level Descriptors

Certificate I

The worker will normally be engaged in a workplace in which they:

- 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 under clear direction;
- receive and pass on messages or information.

Certificate II

The worker will normally be engaged in a workplace in which they:

- 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 their own outputs in work and learning.

Certificate III

The worker will normally be engaged in a workplace in which they:

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

Certificate IV

The worker will normally be engaged in a workplace in which they:

- 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, in some cases in depth;
- identify, analyse and evaluate information from a variety of sources;
- take responsibility for their own outputs in relation to specified quality standards;
- take limited responsibility for the quantity and quality of the output of others.

Diploma

The worker will normally be engaged in a workplace in which they:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, in some cases in substantial depth;
- 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 in forecasting for planning or research purposes;
- take responsibility for their own outputs in relation to broad quantity and quality parameters;
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

The worker will normally be engaged in a workplace in which they:

- 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.

Caravan Core

THHCOR01B	Work with colleagues and customers	1-6	This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries. This is a core unit which underpins all other competencies dealing with colleagues and customers and applies to all levels and sectors of the industry.
THHCOR03B	Follow health, safety and security procedures	1-6	This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It does not cover hygiene or first aid which are found in the units THHGHS01B Follow workplace hygiene procedures and THHGHS03B Provide first aid.
THCCOR04B	Develop and Update Caravan Industry Knowledge	2-4	This unit deals with the skills and knowledge required to develop, update and utilise general knowledge of the caravan industry including recreational vehicle manufacturing, servicing, retail and caravan parks. This knowledge underpins effective performance in all sectors and applies to all people working in the caravan industry. In-depth knowledge is not required. It does not address the technical knowledge of recreational vehicle manufacturing which is addressed in the unit THCSTS01A Apply technical knowledge of recreational vehicle manufacturing to work activities.
THCCOR05B	Plan and organise daily work	2-4	This unit deals with the skills and knowledge required to carry out the daily planning and organisation required by workers to undertake their jobs in a tourism and hospitality context. It includes the organisation of tools and equipment, completion of the required paperwork, and responsibility for jobs, roles and tasks undertaken by individuals and as part of a team.

Customer Service, Sales and Marketing

THHGCS02B	Promote products and services to customers	2-6	This unit deals with the skills and knowledge required to promote products and services to customers. It relates to situations where the sales function is not the primary focus of work activity. It applies to those employees who deal with customers and whose job provides the opportunity to promote products and services and to ascertain changes in customer preferences eg. waiters, housekeepers, attraction attendants, receptionists. This unit has a link to unit THTSOP04B, Sell tourism products and services, where this sales function is a primary focus of work activity.
THHGCS03B	Deal with conflict situations	2-6	This unit deals with the skills and knowledge required to handle difficult interpersonal situations, both with customers and colleagues. The unit covers the conflict resolution skills required by all people working in the tourism and hospitality industry to address the conflicts which may arise in day-to-day work activities. It does not include formal negotiation, counselling or conducting mediation.
THHGCS04B	Make presentations	4-6	This unit deals with the skills and knowledge required to prepare for and make effective presentations to a group of people. Senior operational staff, sales and marketing personnel or managers would generally undertake this role.
THHGCS05B	Organise in-house functions	3-6	This unit deals with the skills and knowledge required to organise functions from the perspective of a functions co-ordinator operating within a venue. The skills required by independent event organisers are covered in other units.

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THHGCS06B	Plan and implement sales activities	4-6	This unit deals with the skills and knowledge required to plan and implement sales activities in a tourism and hospitality context. Sales and marketing personnel and some managers would generally undertake this specialised role that requires significant planning, analytical and communication skills. This unit does not reflect the skills required by operational staff unless sales and marketing activities form a substantial part of the job responsibility. The units THHGCS02B Promote products and services to customers or THTSOP04B Sell tourism products and services are more appropriate for operational staff.
THHGCS07B	Co-ordinate marketing activities	4-6	This unit deals with the skills and knowledge required to co-ordinate a range of marketing and promotional activities in a tourism and hospitality context. The unit therefore requires an underpinning knowledge of marketing principles. This unit generally does not reflect the skills required by operational staff unless sales and marketing activities form a substantial part of the job responsibility.
THHGCS08B	Establish and conduct business relationships	4-6	This unit deals with the skills and knowledge required to manage business relationships with customers or suppliers within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required by specialised sales and marketing personnel and managers in the industry. This unit therefore covers skills generally not required for operational staff.
THTSMA01B	Co-ordinate the production of brochures and marketing materials	4-6	This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel or managers generally undertake this role.
THTSMA02B	Create a promotional display / stand	4-6	This unit deals with the skills and knowledge required to create a promotional display/stand in a range of different tourism and hospitality contexts. This unit does not include all the skills of a display professional; rather it reflects the more general display skills needed by a large range of tourism and hospitality industry personnel.

Hygiene, Health, Safety and Security

THHGHS01B	Follow workplace hygiene procedures	1-6	This unit deals with the skills and knowledge required to follow key hygiene procedures which apply in hospitality and tourism enterprises. It is particularly relevant to kitchen, housekeeping, food and beverage and tour operations involving preparation of food.
THHGHS02B	Clean premises and equipment	1-6	This unit deals with the skills and knowledge required to carry out general cleaning duties within a range of tourism and hospitality enterprises. This unit would generally be undertaken in conjunction with specialist operational units such as THHBH03B Prepare rooms for guests and THHBKA04B Clean and maintain kitchen premises.
THHGHS03B	Provide first aid	3-6	This unit deals with the skills and knowledge required for the provision of essential first aid in recognising and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and / or according to established workplace first aid policies and procedures. This unit aligns to the National Guidelines Standards for First aid unit A.

THHGHS11A	Manage casualty in a remote area	4-6	This unit deals with the provision of first aid to a casualty in a remote or isolated area and their management over an extended period of time until the provision of medical assistance or evacuation of the casualty. It applies to all those who work in a remote tourism or hospitality operation such as tourist guides or owner / operators of attractions or accommodation in remote areas. This unit aligns to the National Guidelines Standards for First aid unit B.
THCGHS04B	Handle hazardous materials safely	2-5	This unit deals with the skills and knowledge required to store and handle hazardous or dangerous materials safely. It covers inflammable materials and LPG gas and the use of appropriate fire equipment.
THCGHS06B	Meet OH&S requirements associated with electrical work	2-5	This unit deals with the skills and knowledge required to work safely when dealing with electricity and/or handling electrical equipment in the work environment, including compliance with relevant OH&S and regulatory requirements. Electrical work does not refer to the activities carried out by licensed tradespersons. Where electrical work is carried out under a full or restricted licence, relevant units of competence should be selected from the Utilities Training Package.
THCGHS08B	Respond to emergencies	2-5	This unit deals with the skills and knowledge required to respond to emergencies requiring the attendance of external personnel. It applies to all those working in the hospitality, tourism or caravan industry.
THCGHS09B	Tow a recreational vehicle safely	2-5	This unit deals with the skills and knowledge required to safely tow a recreational vehicle within a caravan park or confined off-road space and on the open road. It applies to those working in a caravan park and those involved in the manufacture, service and repair, or sale of recreational vehicles. This unit assumes possession by the driver of a current driving licence. Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority.
UTE NES209B	Attach flexible cords & plugs to electrical equipment to 250 volt supply	2-5	Attach flexible cords and plugs to electrical equipment connected to supplies up to 250 volt incidental to principle function in the workplace. This unit is from the Utilities Training Package and is based on the National Electro technology Benchmark Standards EBS 705 Attach flexible cords and plug to equipment connected to a single phase 250 volt supply.
UTGNGS204A	Fill gas cylinders	2-5	This unit deals with the skills and knowledge required to fill and store gas cylinders safely. It applies to those required to fill gas cylinders in tourism industry settings such as caravan parks and recreational vehicle and accessories retail outlets. This unit is from the Gas Industry Training Package UTG98.
THHADTHS01B	Plan and conduct evacuation of premises	4-6	This unit deals with the skills and knowledge require to plan and conduct an evacuation of premises, taking into account the safety of persons.

Quality Assurance

THCGQA01B	Apply quality standards and procedures	2-4	This unit deals with the skills and knowledge required to apply quality standards and procedures within tourism, hospitality and caravan industry enterprises.
THCGQA02B	Develop, implement and monitor quality standards and procedures	4-6	This unit deals with the skills and knowledge necessary to manage systems and procedures in order to achieve the enterprise's quality objectives.

General Administration

THHGGA01B	Communicate on the telephone	1-6	This unit deals with the skills and knowledge required to communicate effectively on the telephone. It is an essential skill for large numbers of people working in all sectors of the tourism and hospitality industries.
THHGGA02B	Perform office procedures	1-6	This unit deals with the skills and knowledge required to complete a range of routine office procedures and activities including writing simple correspondence. It does not cover specific financial skills which are found in other units such as THHGFA01B Process financial transactions.
THHGGA03B	Source and present information	1-3	This unit deals with the skills and knowledge required to conduct basic research and present information in response to an identified need. It covers typical situations found in tourism and hospitality workplaces where there is a need to research information for a specific workplace need. It does not cover the development and presentation of more complex or strategic reports.
THHGGA04B	Prepare business documents	3-6	This unit deals with the skills and knowledge required by operators, supervisors and managers to prepare and produce a range of business documents in different tourism and hospitality workplaces and contexts. The unit focuses on the preparation of documents which may express complex ideas and required varying formats. This unit builds on the written communication skills in unit THHGGA02B Perform office procedures.
THHGGA05B	Plan and manage meetings	4-6	This unit deals with the skills and knowledge required to plan and conduct structured meetings involving multiple participants in tourism and hospitality establishments. It includes writing and distributing agendas, chairing and writing minutes. Senior staff or managers would usually undertake this role.
THHGGA06B	Receive and store stock	1-6	This unit deals with the skills and knowledge required to receive and store stock in a range of tourism and hospitality enterprises. This unit equates to unit THHBKA03B Receive and store kitchen supplies.
THHGGA07B	Control and order stock	3-6	This unit deals with the skills and knowledge required to control and order stock in a range of tourism and hospitality enterprises. This role is generally carried out by supervisors and team leaders. This unit builds on the unit THHGGA06B Receive and store stock.
THHGGA08B	Plan and establish systems and procedures	4-6	This unit deals with the skills and knowledge required to develop and implement new ways of doing things in the workplace. Supervisors or team leaders would usually carry out this role. It does not cover long term planning, but focuses only on short-term operational strategies to achieve workplace goals.
THHGGA09B	Manage projects	4-6	This unit deals with the skills and knowledge required to manage major projects within a tourism or hospitality industry environment. Managers and team leaders would generally undertake this role. This unit does not reflect the skills required by operational staff.

THHGGA10B	Monitor and obtain materials and services	3-5	This unit deals with the skills and knowledge required to monitor and maintain materials, equipment and services required by a tourism, hospitality or caravan industry enterprise. It does not focus on the details of stock control and systems which are covered in the units, THHGLE17B Manage and purchase stock and THHGGA07B Control and order stock. It does, however, assume some prior knowledge of systems and procedures related to stock control and ordering.
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Financial Administration

THHGFA01B	Process financial transactions	1-6	This unit deals with the skills and knowledge required to process simple financial transactions in a range of tourism and hospitality contexts. These fundamental skills are essential for many people in a frontline customer service role in a range of tourism and hospitality contexts.
THHGFA02B	Maintain financial records	3-6	This unit deals with the skills and knowledge required to maintain accurate financial records in a range of business contexts. It focuses on generic bookkeeping skills and principles and must therefore be contextualised to meet specific industry contexts. In the workplace, this function may be integrated with other activities and systems such as guest registration or travel file management. It would be assessed and trained accordingly.
BSBADM309A	Process accounts payable and receivable	3-6	This unit deals with the skills and knowledge required to maintain accounts payable and accounts receivable records, processing of payments to creditors, and handling overdue accounts receivable. This unit has been developed for the Business services training package.
BSBADM308A	Process payroll	3-6	This unit deals with the skills and knowledge required to process payroll from provided data in manual or computerised payroll systems. This unit has been developed for the Business Services Training Package.
BSBADM310A	Maintain a general ledger	3-6	This unit deals with the skills and knowledge required to prepare a general journal, positing journal entries to the general ledger and preparing a trail balance. This unit has been developed for the Business Services Training Package.
THHGFA06A	Interpret financial information	4-6	This unit deals with the skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. It focuses on understanding of key financial terminology, different types of financial reports and on how financial information is used in the management of a business. This unit does not include the skills required to produce financial reports that would generally be created by more senior managers, financial specialists or accountants. This unit underpins other financial units such as THHGLE13B Manage finances within a budget, THHGLE14B Prepare and monitor budgets and THHGLE15B Manage financial operations.
BSBADM505A	Manage payroll	5-6	This unit deals with the skills and knowledge required to the establishment and monitoring of security procedures related to managing payroll services, and the calculation and processing of salary payments, group taxation and related payments. This unit has been developed for the Business Services Training Package.
BSBADM408A	Prepare financial reports	4-6	This unit deals with the skills and knowledge required to record general journal adjustment entries and preparing end-of-period financial reports such as revenue statements and balance sheets for a non-reporting entity. This unit has been developed for the Business Services Training Package.

Computer Technology

BSBCMN108A	Develop keyboard skills	1-6	This covers the development of basic keyboard skills using touch-typing techniques. This unit has been developed for the Business Services Training Package.
BSBCMN205A	Use business technology	2-6	This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data. This unit has been developed for the Business Services Training Package.
BSBCMN213A	Produce simple word-processed documents	2-6	This unit covers preparation and production of short routine letters, notes, memos and records using word processing software. This unit is related to BSBCMN108A Develop keyboard skills and BSBCMN306A Produce business documents. This unit has been developed for the Business Services Training Package.
BSBCMN306A	Produce business documents	3-6	This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application. This unit has been developed for the Business Services Training Package.
BSBADM304A	Design and develop text documents	3-6	This unit covers design and development of predominantly text-based documents using advanced features of document design software. This unit has been developed for the Business Services Training Package.
BSBADM305A	Create and use databases	3-6	This unit deals with the skills and knowledge required to create simple data tables, forms, reports and queries to create a simple database that is used for storage and retrieval of information. This unit has been developed for the Business Services Training Package.
BSBADM306A	Create electronic presentations	3-6	This unit deals with the skills and knowledge required to design electronic presentations for speakers, self-access and on-line access. This unit has been developed for the Business Services Training Package.
BSBADM403A	Develop and use complex databases	3-6	This unit deals with the skills and knowledge required to use database software to complete business tasks and produce usable complex documents. This unit has been developed for the Business Services Training Package.
BSBCMN214A	Create and use simple spreadsheets	2-6	This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software. This unit has been developed for the Business Services Training Package.
BSBADM404A	Develop and use complex spreadsheets	3-6	This unit deals with the skills and knowledge required to cover the use of spreadsheet software to complete business tasks and produce usable complex documents. This unit has been developed for the Business Services Training Package.

Merchandise Sales

WRRS1B	Sell products and services	2-6	This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge. This unit has been developed for the Retail Training Package.
WRRS2B	Advise on products and services	2-6	This unit builds on unit WRRS1B Sell products and services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers. This unit has been developed for the Retail Training Package.

WRRCS2B	Apply point of sale handling procedures	2-6	This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation. This unit has been developed for the Retail Training Package.
WRRLP2B	Minimise theft	2-6	This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers / terminals and keys. This unit has been developed for the Retail Training Package.
WRRM1B	Merchandise products	3-6	This unit encompasses the skills, knowledge and attitudes required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling or pricing stock. This unit has been developed for the Retail Training Package.

Training and Assessment

THHGTR01B	Coach others in job skills	3-6	This unit deals with the skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many tourism and hospitality workplaces where 'buddy' systems and on job coaching are extremely common.
BSZ401A	Plan assessment	3-6	This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.
BSZ402A	Conduct assessment	3-6	This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.
BSZ403A	Review assessment	3-6	This unit covers requirements to review assessment procedures in a specific context.
BSZ404A	Train small groups	3-6	This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.
BSZ405A	Plan and promote a training program	4-6	This unit covers the requirements for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.
BSZ406A	Plan a series of training sessions	4-6	This unit covers the requirements for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.
BSZ407A	Deliver training sessions	4-6	This unit covers the requirements for a person to deliver training sessions as part of a training program.
BSZ408A	Review training	4-6	This unit covers the requirements for a person to record training data and review training.

Supporting Technical Skills

THCSTS01A	Apply technical knowledge of recreational vehicle manufacturing to work activities	2-5	This unit deals with the basic technical knowledge required to conduct a range of work activities in the recreational vehicle manufacturing, servicing and retail sectors of the caravan industry. This applies to roles performed by recreational vehicle service managers, recreational vehicle and accessories sales personnel, recreational vehicle designers and manufacturers.
THCSTS02A	Use hand and power tools	2-4	This unit deals with the skills and knowledge required to use hand and power tools for the manufacturing and servicing of recreational vehicles. It also applies to the use of hand and power tools in the maintenance of buildings, plant and equipment in caravan parks. This unit is based and equivalent to the Building and Construction unit BCG1005A Use hand and power tools, which has been contextualised to meet the requirements of the caravan industry.
THCSTS03A	Use small plant and equipment	2-4	This unit deals with the skills and knowledge required to use small plant and equipment for the manufacturing and servicing of recreational vehicles. It may also apply to the use of small plant and equipment used in the maintenance of a tourism or hospitality enterprise such as an attraction or caravan park.
THCSTS04A	Carry out measurements and calculations	2-4	This unit deals with the skills and knowledge required to carry out measurements and calculations required in the manufacture and service of a recreational vehicle. This unit is based and equivalent to the Building and Construction unit BCG1004A.
THCSTS05A	Read and interpret plans and drawings for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to read and interpret plans and drawings required in the manufacture and service of recreational vehicles. It is based on and equivalent to BCG1003A Read and interpret plans, from the Building and Construction Training Package, which has been contextualised for the caravan industry.
THCSTS06A	Produce computer-aided designs (CAD) for a recreational vehicle	3-5	This unit identifies the skills and knowledge required to produce drawings using computer-aided design (CAD) program functions and features, required in the design, development and production of recreational vehicles. This unit is derived from and equivalent to AUM5403A Produce computer-aided designs, from the Automotive Industry Manufacturing Training Package which has been contextualised for the caravan industry.
THCSTS07A	Carry out mechanised cutting	2-4	This unit deals with the skills and knowledge required to carry out mechanised cutting in the manufacture or service of recreational vehicles. It does not cover cutting using hand or hand-held power tools. It applies to those involved in the manufacture or servicing of recreational vehicles where mechanised cutting is required.
MEM5/12AB	Perform routine manual metal arc welding	2-4	This unit covers the competencies required for identifying welding requirements from instructions, preparing the materials and carrying out routine manual, metal arc welding (MMAW). This unit applies in a maintenance or manufacturing environment where the welding is not required to meet the Australian Standard 1554 General Purpose. The materials used would typically be low carbon and mild steels. This unit is from the Metals and Engineering Industry Training Package MEM98.

MEM5.50AA	Perform routine gas metal arc welding	2-4	<p>This unit covers the competencies required for identifying welding requirements from instructions, preparing the materials and carrying out routine gas metal arc welding (GMAW). This unit applies in a maintenance or manufacturing environment where the welding is not required to meet the Australian Standard 1554 General Purpose. The materials used would typically be low carbon and mild steels.</p> <p>This unit is from the Metals and Engineering Industry Training Package MEM98</p>
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Leadership and Management

Business Operations and Administration

THHGLE01B	Monitor work operations	4-6	This unit deals with the skills and knowledge required to oversee and monitor the quality of day-to-day work operations within a tourism or hospitality context. As such it includes the fundamental knowledge of management roles and responsibilities. Team leaders, supervisors or managers would carry out the roles covered in this unit.
THHGLE02B	Implement workplace health, safety and security procedures	4-6	This unit deals with the skills and knowledge required to implement health, safety and security procedures in the workplace, which is often carried out by team leaders and supervisors.
THHGLE03B	Develop and implement operational plans	5-6	This unit deals with the skills and knowledge required to undertake workplace planning. It focuses the skills needed by frontline managers to develop and implement a range of planning initiatives. As such the unit focuses on key planning skills and underpins a range of other leadership units which deal with planning in specific contexts.
THHGLE04B	Establish and maintain a safe and secure workplace	5-6	This unit deals with the skills and knowledge required to manage health, safety and security issues within a tourism or hospitality context. It focuses on the establishment and monitoring of frameworks, systems and procedures.
THHGGA08B	Plan and establish systems and procedures	4-6	This unit deals with the skills and knowledge required to develop and implement new ways of doing things in the workplace. Supervisors or team leaders would usually carry out this role. It does not cover long term planning, but focuses only on short-term operational strategies to achieve workplace goals.
THHGGA09B	Manage projects	5-6	This unit deals with the skills and knowledge required to manage major projects within a tourism or hospitality industry environment. Managers and team leaders would generally undertake this role. This unit does not reflect the skills required by operational staff.
THHGLE16B	Manage physical assets	6	This unit deals with the skills and knowledge required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets. There is some overlap between this unit and unit THHGLE18B Monitor and maintain computer systems.
THHGLE17B	Manage and purchase stock	5-6	This unit deals with the skills and knowledge required to establish stock control and stock purchasing systems within a tourism or hospitality context. It focuses on the skills required by managers to establish and monitor high quality and cost-effective order and supply arrangements.

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THHGLE18B	Monitor and maintain computer systems	4-6	This unit deals with the skills and knowledge required to monitor and maintain computer systems within the workplace. It does not apply to specialist computer staff, but focuses on the skills needed by team leaders, supervisors and managers to ensure computer equipment meets business needs.
THHGLE19B	Develop and implement a business plan	6	This unit deals with the skills and knowledge required to develop and monitor a business plan, which incorporates a range of subsidiary plans or strategies. As such, this unit is holistic in nature and brings together skills and knowledge found in other units dealing with planning and operational management. This unit equates to the units BSBMGT601A Contribute to strategic direction and BSBMGT602A Contribute to the development of strategic Plans, in the Business Services Training Package.
THHGLE20B	Develop and update the legal knowledge required for business compliance	4-6	This unit deals with the skills and knowledge required to ensure business compliance with legislation governing the tourism and hospitality industries. It applies to senior personnel and managers. Knowledge of specific legal issues is covered within many other units; therefore there is some overlap with this unit. Repetition should be avoided in training and assessment.
THHGLE22A	Manage risk	4-6	This unit describes the skills and knowledge required to create, implement and monitor risk management strategies in a range of tourism and hospitality contexts. This role could be undertaken by different people depending upon the industry context (eg tour guides, event managers, operations managers). This unit is very closely related to the unit THHGLE04B Establish and maintain a safe and secure workplace and care should be taken to avoid duplication in assessment and training. This unit equates to unit BSBMGT615A Manage risk in the Business Services Training Package.

People Management

THHGLE05B	Roster staff	4-6	This unit deals with the skills and knowledge required to develop staff rosters. Depending upon the sector and enterprise, this role may be carried out by dedicated specialist staff or by operational supervisors and managers.
THHGLE06B	Monitor staff performance	4-6	This unit deals with the skills and knowledge required to monitor staff performance, within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions. A more strategic approach to performance management can be found in unit BSBHR601A Manage performance management systems from the Business Services Training Package
THHGLE07B	Recruit and select staff	4-6	This unit deals with the skills and knowledge required to recruit and select staff within the framework of existing human or staffing resource plans or policies. Depending upon the sector and enterprise, dedicated specialist staff, operational supervisors or managers may undertake this role. A more strategic approach to recruitment and selection can be found in unit BSBHR605A Manage recruitment and selection processes from the Business Services Training Package.
THHGLE08B	Lead and manage people	4-6	This unit deals with the skills and knowledge required by managers, supervisors and team leaders to lead and manage teams of people in the workplace, including volunteers where appropriate. The unit focuses on leadership, motivation and teamwork.

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THHGLE09B	Manage workplace diversity	4-6	This unit deals with the skills and knowledge required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the common core unit THHCOR02B Work in a socially diverse environment and reflects the importance of managing diversity in the tourism and hospitality industry.
THHGLE10B	Manage workplace relations	5-6	This unit deals with the skills and knowledge required to manage workplace relations from an industrial relations perspective. It focuses on the skills and knowledge needed by frontline managers, owners/managers of small businesses and human resource specialists. A more strategic approach to overall employee relations is found in the unit BSBHR603A Manage employee relations strategies and plans in the Business Services Training Package.
THHGLE21B	Provide mentoring support to business colleagues	6	This unit deals with the skills and knowledge required to act as a business mentor to other individuals in the industry or workplace. This role is carried out by those with significant workplace experience.

Customer Service

THHGLE11B	Manage quality customer service	5-6	This unit deals with the skills and knowledge required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop pro-active approaches to service quality issues with some strategic focus. Managers and some supervisors would generally undertake this role. This unit equates to unit BSBMGT610A Manage customer focus in the Business Services Training Package.
THHGLE12B	Develop and manage marketing strategies	5-6	This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package.

Financial Management

THHGLE13B	Manage finances within a budget	4-6	This unit deals with the skills and knowledge required to take responsibility for budget management where others may have developed the budget. The skills and knowledge for budget development are therefore not included and usually by managers and supervisors. These skills are covered in unit THHGLE14B Prepare and monitor budgets. Combined training and assessment of these units may be appropriate.
THHGLE14B	Prepare and monitor budgets	5-6	This unit deals with the skills and knowledge required usually by managers and supervisors to prepare and monitor budgets. As such it builds on the skills in unit THHGLE13B Manage finances within a budget. While the nature of the budget may vary, the unit focuses on the key managerial skills of analysing financial information to inform the budget development process, drafting a budget and the vital role of monitoring budget performance over time..

THHGLE15B	Manage financial operations	6	This unit deals with the skills and knowledge required to oversee the day-to-day financial operations of a small tourism or hospitality enterprise or a department within a larger organisation. The unit is not intended to cover detailed specialist accounting skills that are undertaken by qualified accountants or financial controllers, but does include the awareness of accounting issues and concepts needed by managers for effective communication with accountants or other specialists on financial matters.
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E-business

THHGCT04A	Participate in co-operative online marketing initiatives for the tourism industry	4-6	This unit deals with the evaluation of online co-operative tourism marketing initiatives, provision of appropriate website content and updating of content using remote authoring skills. It includes general knowledge of online marketing initiatives in the tourism industry and basic technical skills which all business operators need to participate effectively
BSBEBUS501A	Evaluate e-business opportunities	5-6	Evaluation of the impact of e-business for an industry sector, new opportunities or capabilities provided by the Internet, threats and opportunities related to e-business, and risks / obstacles to be overcome to take advantage of e-business
BSBEBUS502A	Evaluate e-business models	5-6	Evaluation of different e-business models such as e-shop, e-mall, e-brokerage, e-procurement, e-auction, collaboration partners etc.
BSBEBUS603A	Evaluate new technologies for business	5-6	Identification of new technologies and evaluation of their suitability to the business
BSBEBUS601A	Develop an e-business strategy	5-6	Environmental analysis and strategic planning for e-business that supports the organisation's overall business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy	5-6	Development of an action plan or operational plan for the implementation and management of an e-business strategy
BSBEBUS504A	Implement an e-business strategy	5-6	Implementation, monitoring and review of e-business strategy
BSBEBUS613A	Develop online customer service strategies	5-6	Investigating requirements for online customer service, development of policy and strategies for the delivery of customer services and monitoring and evaluation of policy implementation
BSBEBUS614A	Build online customer loyalty	5-6	Development, implementation and monitoring of customer loyalty strategies for e-business
BSBEBUS408A	Implement and monitor delivery of quality customer service online	4-6	Implementation and monitoring of online customer service policy, developing and enhancing customer relationships online, integrating customer service into business processes and continuous improvement of customer service in accordance with company policy
BSBEBUS604A	Develop a business website strategy	5-6	Development of a web strategy that supports the business strategy, determining marketing objectives and strategies for the website and planning its integration into business operations
BSBEBUS507A	Manage the business aspects of a website	5-6	Business management and ongoing monitoring of a website to continuously improve its effectiveness
BSBEBUS407A	Review and maintain the business aspects of a website	4-6	Data analysis, review of website content and updating and maintenance of the business aspects of a website

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THHGCT05A	Build and launch a website for a small business	5-6	Building a basic website to meet business needs, including selecting a hosting service, planning the structure and undertaking the actual construction of the site
CUFIMA01A	Produce and manipulate digital images	4-6	Production and manipulation of digital images
BSBEBUS521A	Plan e-marketing communications	5-6	Online marketing research, preparing and e-marketing plan and a website marketing strategy
BSBEBUS522A	Conduct e-marketing communications	5-6	Preparing advertisements for Internet, email or facsimile, using and evaluating the effectiveness of electronic marketing
BSBEBUS401A	Conduct online research	4-6	Researching business information using Internet, intranet or extranet, communicating with team as required and presenting reports on research outcomes
BSBEBUS516A	Manage online purchasing	5-6	Evaluation of online purchasing methods, development and implementation of a business-to-business purchasing strategy and monitoring and review of online purchasing in the business
BSBEBUS519A	Manage online sales systems	5-6	Development and implementation of an e-business selling strategy and the monitoring and review of online selling in the business
BSBEBUS520A	Manage online payments systems	5-6	Evaluation of online payment system/s, determining appropriate online payment system/s for the business and integrating, monitoring and reviewing the online payment system/s
BSBEBUS517A	Manage online inventory	5-6	Selection of and online inventory management model for the business, sourcing inventory, monitoring and maintaining inventory
BSBEBUS404A	Trade online	4-6	Assessment of suppliers, ordering, purchasing, selling or exchanging business goods and services online including the use of electronic shopping agents, reverse markets and auctions
BSBEBUS405A	Conduct online financial transactions	4-6	Evaluation, use and management of online financial services
ICAITS193A	Connect a workstation to the Internet	4-5	Basic skills to connect a computer to the Internet
BSBEBUS302A	Use and maintain electronic mail system	3-5	Organisation and maintenance of electronic mail system
BSBEBUS403A	Communicate electronically	4-5	Online communication, electronic conferencing and collaboration, and participation in a virtual community via Internet / intranet / extranet and implementation of organisational policies and procedures

Innovation

THCICS01A	Contribute to workplace improvements	2-5	This competency standard covers the skills required to observe details in workplaces throughout the hospitality, tourism and caravan industry and to generate ideas for improvement. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level jobs in hospitality, tourism and caravan establishments and may include jobs such as housekeeping in hotels, food and beverage, and kitchen attending.
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THCICS02A	Share ideas in the workplace	2-5	<p>This competency standard covers the skills required to share idea/s with others in the workplace throughout the hospitality, tourism and caravan industry. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements.</p> <p>This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the hospitality, tourism and caravan industry in areas such as bars, cafes, gaming venues, caravan parks, tour operators, conference organisers, sales functions in attractions, wineries, ticketing services, tourist information centres.</p>
THCICS03A	Develop innovative ideas at work	2-5	<p>This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard which may be customised for different work contexts within the tourism, hospitality and caravan industry.</p> <p>This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user.</p> <p>This is a core standard of competency and should be completed by anyone in the tourism, hospitality and caravan industry above entry and basic operational levels, including managers and senior managers. Its six elements cover all six innovation @ work skills which are central to innovative thinking.</p>
THCICS04A	Originate and develop a concept	3-5	<p>This standard has been developed for people whose job specifically involves designing products or services, concepts or packages in any part of the tourism, hospitality and caravan industry. It might be used by someone designing a new entertainment concept, a new hospitality product, a new tour product, a new client package for a hotel/resort, a new style of cuisine for a restaurant or food outlet, a new type of recreational vehicle, a quality control program, a marketing campaign, convention package and so on.</p> <p>The standard relates to supervisory and management positions in enterprises such as hotels, restaurants, tour operators, tour guiding operations, attractions and theme parks, resorts, wineries, all areas of the caravan industry and so on.</p> <p>The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units</p>

THCICS05A	Lead a team to foster innovation	4-6	<p>This competency standard covers the skills and knowledge required to lead a workplace team in ways that foster innovative work practices in any part of the tourism, hospitality and caravan industry. It covers the skills that are needed by individuals who are leading work teams on individual projects or in work in general.</p> <p>The skills cover the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor its progress, how to ensure that the staff have the information and skills they need and how to apply innovation @ work skills to the leadership role.</p> <p>This competency standard relates to employees working within a supervisory or management position in any part of the hospitality, tourism and caravan industry. This may include areas such as hotels, restaurants, kitchens, cafes, gaming venues, tour operators, conference organisers, attractions and theme parks, caravan parks, wineries, tourist information centres. This may include managing a team within an office, at an attraction, in a kitchen, on a restaurant floor, in a gaming venue, in the front office or back office of a hotel or a caravan park, in housekeeping, conventions and catering or other departments of a hotel, managing an events team, a team of guides in the field, a maintenance team, a sales team within a merchandise sale outlet and so on.</p>
THCICS06A	Create an innovative work environment	4-6	<p>This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the hospitality, tourism and caravan industry. This may include such areas as hotels, restaurants, kitchens, cafes, gaming venues, tour operators, conference organisers, attractions and theme parks, caravan parks and manufacturers, wineries, tourist information centres and so on.</p> <p>The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. This unit relates to management-level jobs in any work context within hospitality, tourism and caravan establishments. It is particularly applicable to managers of small businesses or business units or departments within larger organisations.</p>
THCICS07A	Set up systems that support innovation	4-6	<p>This competency standard covers the skills and knowledge required to conceptualise and design new systems that develop and support innovation in the workplace. The systems might be those that apply to human resource management, team management, organisational structures, product development, marketing or training and assessment. The systems can apply in any type and size of organisation within the tourism, hospitality and caravan industry including hotels, restaurants, kitchens, cafes, gaming venues, tour operators, travel agencies, conference organisers, attractions and theme parks, caravan parks and manufacturers, wineries, tourist information centres and so on.</p>

Recreational Vehicle Manufacturing

THCMAN10A	Assess and carry out non-structural modifications to the chassis of a recreational vehicle	2-4	This unit deals with the skills and knowledge required to assess and carry out non-structural modifications to a chassis of a recreational vehicle other than a motor home. It applies to those involved in the manufacture of recreational vehicles in enterprises where the chassis is made in a location different to that where the recreational vehicle is manufactured.
THCMAN01B	Build a recreational vehicle chassis	3-4	This unit deals with the skills and knowledge required to manufacture a chassis for a recreational vehicle other than a motor home. It applies to those working in an environment where chassis are manufactured on site. Where the chassis has been manufactured in a location different to that where the recreational vehicle is being made, the unit THCMAN10A Assess and carry out non-structural modifications to the chassis of a recreational vehicle, applies. Candidates must have achieved suitable welding competencies from the MEM98 Metals and Engineering Training Package prior to or during the undertaking of this unit. (Refer to Linkages section in the Evidence Guide.)
THCMAN02B	Build the floor for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to assemble the floor components and fit floorcoverings, for a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.
THCMAN03B	Construct and install the walls and roof for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to manufacture the roof and walls for a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.
THCMAN04B	Install 12/24Volt DC cabling in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to fit 12/24volt DC electrical wiring for a recreational vehicle chassis and cabin in the manufacture of a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.
THCMAN05B	Install LP gas systems in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to determine LP gas system requirements, install and commission LP gas systems in a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise. This unit applies only where relevant State/Territory licensing requirements permit the installation of LP gas systems in a recreational vehicle. This unit is based on and equivalent to the Building Services National Competency Standards Unit No BCP3006A Install LP gas systems in caravans and marine craft.
THCMAN06B	Install furniture and appliances in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to install cabinet making components, conveniences, appliances and other products into a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.

THCMAN07B	Install and connect the low pressure water system within a recreational vehicle	2-4	This unit deals with the skills and knowledge required to install a low-pressure water supply system within a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise. This unit applies only to the tubing of water supply within a recreational vehicle and is not be used for the development of training and assessment dealing with plumbing. Where a recreational vehicle is connected to a mains water supply, a non-return valve approved by the relevant State/Territory authority must be installed at the water source.
THCMAN08B	Sheet, glaze and finish a recreational vehicle	2-4	This unit deals with the skills and knowledge required to fit sheeting, windows, door, trims, decals, clean and conduct the final inspection of a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.
THCMAN09B	Build furniture for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to construct furniture for installation within a recreational vehicle. It applies to those involved in the manufacture of recreational vehicles in various types of enterprise.

Recreational Vehicle Servicing

THCSER01B	Repair or service a recreational vehicle chassis	2-4	This unit deals with the skills and knowledge required to repair or service a chassis for a recreational vehicle other than a motor home. Candidates must have achieved suitable welding competencies from the MEM98 Metals and Engineering Training Package prior to or during the undertaking of this unit. (Refer to Linkages section in the Evidence Guide.)
THCSER02B	Replace floorcoverings in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to remove and replace floorcoverings in the service or repair of a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.
THCSER03B	Repair the walls and roof of a recreational vehicle	2-4	This unit deals with the skills and knowledge required to repair the walls and roof of a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.
THCSER04B	Repair or replace 12/24 Volt DC cabling in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to find faults or damage, repair and replace 12/24 Volt DC electrical wiring of the chassis and cabin of a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise. This unit applies only to DC current. It is not to be used for training and assessment dealing with AC current. State/Territory and National licensing authorities require anyone who repairs, services or installs AC wiring into a recreational vehicle, to be licensed as an electrical contractor.
THCSER05B	Repair/service LP gas systems in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to repair LP gas systems in a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise. This unit applies only where relevant State/Territory licensing requirements permit the repair and service of LP gas systems in a recreational vehicle.
THCSER06B	Remove and re-install furniture and appliances in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to remove and re-install furniture, conveniences, appliances and other products in servicing or repair of a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.

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THCSER07B	Service/repair the water system in a recreational vehicle	2-4	This unit deals with the skills and knowledge required to service or repair a low pressure water supply system within a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise. This unit applies only to the tubing of water supply within a recreational vehicle and is not to be used for the development of training and assessment dealing with plumbing. Where a recreational vehicle is connected to a mains water supply, a non-return valve approved by the relevant National/State/Territory authority must be installed at the water source.
THCSER08B	Repair damaged sheeting and glazing of a recreational vehicle	2-4	This unit deals with the skills and knowledge required to replace sheeting, and repair windows, door, trims and decals of a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.
THCSER09B	Repair furniture for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to repair or replace furniture in a recreational vehicle. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.
THCSER10A	Repair or service running gear for a recreational vehicle	2-4	This unit deals with the skills and knowledge required to service and repair the running gear for a recreational vehicle other than a motor home. It applies to those working in a servicing agency or in the service section of a manufacturing enterprise.
THCSER11A	Assess and quote the job	3-4	This unit deals with the skills and knowledge required to assess and quote a job to repair and/or service a recreational vehicle. It applies to those working in a servicing enterprise where assessing and quoting jobs is required.

Recreational Vehicle and Accessories Retailing

THCRET01B	Plan and construct an outdoor marketing display	3-4	This unit deals with the skills and knowledge necessary to design, create and maintain an outdoor merchandising display suitable for a caravan or mobile home sales site. It applies to those working in a recreational vehicle and accessories retail outlet, or constructing a stand at a trade show.
WRRM3B	Co-ordinate merchandise presentation	3-4	This unit encompasses the competencies required to ensure that staff arrange, present and label or price merchandise according to store requirements. It also involves informing staff of store requirements, promotions and special events and providing feedback to management in regard to improvement of store marketing and promotional activities. It applies to recreational vehicle and accessory retailing and other tourism and hospitality sectors where merchandise is retailed.
WRR01B	Manage merchandise and store presentation	3-4	This unit encompasses a range of competencies required to manage merchandise and retail outlet presentation. It involves managing merchandising, planning, advertising, promotions, pricing policies and housekeeping.
WRR14B	Buy merchandise	3-4	This unit deals with the skills and knowledge to purchase merchandise for a retail outlet. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.
WRRLP4B	Maintain store security	2-4	This unit deals with the skills and knowledge required to maintain security in a retail environment. It involves implementing enterprise policies to ensure security, informing team members and providing on-going supervision and training to facilitate awareness and detection of theft.

Caravan Park Operations

Caravan Park Office

THHCOR02B	Work in a socially diverse environment	1-6	This unit deals with the cultural awareness that is required by all people in the tourism and hospitality industries. It includes the cultural awareness required for working with colleagues from diverse backgrounds.
THTTCO01B	Develop and update tourism industry knowledge	1-6	This unit deals with the skills and knowledge required to develop and update tourism industry knowledge, including the role of different industry sectors and how this knowledge underpins effective performance in all sectors and applications in the tourism industry. In-depth knowledge is therefore not required.
THHBFO02B	Provide accommodation reception services	2-5	This unit deals with the skills and knowledge required to provide accommodation services to guests in commercial accommodation establishments.
THHGCS01B	Develop and update local knowledge	1-6	This unit deals with the skills and knowledge required to build and maintain local knowledge that is required to effectively respond to general customer information requests in the tourism and hospitality enterprises. This unit reflects a context where the role is not the primary job role (eg within an attraction or a restaurant). This unit is equivalent to THTSOP02B Source and provide destination information and advice (Tourism Services Training Package) which reflects a context where provision of advice is the primary job role (eg information officer or travel consultant).
THHGCS03B	Deal with conflict situations	2-6	This unit deals with the skills and knowledge required to handle disputes and conflicts – both with customers and colleagues. The unit covers the conflict resolution skills required of people working in the tourism and hospitality industry to address disputes that arise from day-to-day work activities. It does not include formal negotiation, mediation.
THTSOP01B	Operate an automated information system	2-6	This unit deals with the skills and knowledge required to operate an automated information system. The system used will vary according to the enterprise and the context. This unit is equivalent to unit BSBEBUS301A Locate and retrieve online information (Business Services Training Package).
THTSOP03B	Access and interpret product information	2-6	This unit deals with the skills and knowledge required to access and interpret product information. Tourism personnel need to correctly interpret and communicate a range of sales and operational activities such as selling tourism products and services. This unit does not cover detailed interpretation of product information. This unit is covered by the range of airfare units: THTSOP19A Construct domestic airfares, THTSOP20A Construct normal airfares, THTSOP21A Construct promotional airfares and THTSOP22A Construct advanced airfare rules and procedures.
THTSOP04B	Sell tourism products and services	3-6	This unit deals with the skills and knowledge required to sell tourism products and services proactively in a range of industry contexts. This unit applies to staff who are responsible for the sale of the job role, such as travel consultants, information officers and sales staff.
THTSOP06B	Receive and process reservations	2-6	This unit deals with the skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents. This unit is the selling focus for reservations or call centre staff is found in unit THTSOP07B Book and co-ordinate supplier services. The use of a computerised reservations system is covered by THTSOP08B Operate a computerised reservations system.
THTSOP07B	Book and co-ordinate supplier services	3-6	This unit deals with the skills and knowledge required to make arrangements for the supply of tourism or hospitality products and services. It describes the co-ordination of suppliers, normally a business to business supply. This unit does not cover the process of receiving and processing an incoming reservation within a supplier/primary supplier context (see THTSOP06B Receive and process reservations).
THTSOP08B	Operate a computerised reservations system	3-6	This unit deals with the skills and knowledge required to use a computerised reservations system to create bookings for a range of tourism or hospitality products and services. The system used will vary depending upon the enterprise and industry sector. Reservation systems are used by travel agents booking a supplier's service and can also be used by a tourism enterprise for receiving and processing reservations. This unit covers the use of a computerised reservations system commonly used by retail travel agencies (CRS).
THTPPD02B	Research tourism data	4-6	This unit deals with the skills and knowledge required to conduct research into tourism data in a range of contexts. It applies to all tourism industry sectors. This unit has been developed in conjunction with marketing-related units such as THHGLE12B Develop and manage marketing strategies.

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THTPPD03B	Source and package tourism products and services	4-6	This unit deals with the skills and knowledge required to research to meet the needs of particular markets or customers. It builds on the Sales/Office Operations units and focuses on the ability to create, may include complex itineraries or a wide range of products. This unit is undertaken by a product manager, senior consultant or senior co-ordinator.
THTPPD04B	Plan and implement minimal impact operations	3-6	This unit deals with the skills and knowledge required to organise operations which minimise negative environmental and social impacts. A senior co-ordinator would generally undertake this process. The unit's emphasis is on planning and implementation, without the strategic focus which is the focus of the Plan and develop ecologically sustainable tourism operations. This unit applies to ecotourism operations but should apply to all tourism operations.
THTPPD12B	Develop host community awareness of tourism	3-6	This unit deals with the skills and knowledge required to develop awareness of tourism and its costs and benefits. context. The responsibility for this unit is senior personnel from local, regional or State/Territory tourism organisations with the management and marketing of tourism destinations.
THTPPD13B	Assess tourism opportunities for local communities	5-6	This unit deals with the skills and knowledge required to assess the tourism development for local communities. It recognises the need for informed decisions about their potential involvement in tourism. The management are found in other units. This unit is very strongly related to the Develop host community awareness of tourism, and is an integral part of the Develop and implement local/regional tourism plan. Senior community managers would generally undertake this complex activity.
THFTG07B	Research and share general information on indigenous Australian cultures	2-6	This unit deals with the skills and knowledge required to research Australian Indigenous societies in a culturally-appropriate way. It is widely available to the general community. The unit recognises the importance of Indigenous culture and emphasises the importance of culturally appropriate community consultation. This unit does not include in-depth interpretation of Indigenous cultures.
THFTG08B	Interpret aspects of local Australian indigenous culture	1-6	This unit deals with the skills and knowledge required to interpret Australian Indigenous cultures in a tourism context. This unit focuses on the interpretation of a specific local culture. It is this in-depth, localised focus which distinguishes this unit from Unit THFTG07B. The unit recognises the importance of Indigenous culture and emphasises the importance of in-depth knowledge, appropriate behaviour and local community consultation. The knowledge necessary to achieve competency in this unit may only be gained by individuals who identify as elders and who are authorised by local communities.
THCGCS09A	Organise in-house recreational activities	3-6	This unit deals with the skills and knowledge required to organise recreational activities in a tourism enterprise, such as a resort, caravan park or attraction. It covers outdoor recreational activities, however does not address tours and events which are covered in other units of competence such as To Organise Meetings and Events. This unit applies to caravan park managers, whose job role involves the planning, organising and monitoring of recreational activities. The unit does not include the supervision of activities, which is the responsibility of suitably qualified or licensed personnel.
THHBH01B	Provide housekeeping services to guests	2-6	This unit deals with the skills and knowledge required to provide housekeeping services to guests.
THHBH01B	Provide housekeeping services to guests	2-6	This unit deals with the skills and knowledge required by housekeepers to provide rooms for guests in a commercial accommodation establishment.

Parks Grounds and Maintenance

THGTGM01B	Carry out general maintenance	2-6	This unit deals with the skills and knowledge required to carry out general routine maintenance activities in tourism or hospitality enterprises.
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THTGTM02B	Carry out grounds maintenance	2-6	This unit deals with the skills and knowledge required to carry out our general routine grounds and garden maintenance in tourism and hospitality enterprises. Where gardening forms a major part of the job role, please refer to the standards within the Horticulture Training Package.
THTGTM03C	Monitor pool water quality	2-6	This unit deals with the skills and knowledge required to maintain pool water quality in tourism and hospitality enterprises such as attractions, resorts and caravan parks. This unit applies to persons who actually carry out the tasks involved in maintaining pools.
THTGTM04B	Carry out specialist maintenance and construction	4-6	This unit deals with the skills and knowledge required to undertake specialist maintenance and construction activities in tourism or hospitality enterprises. These activities are generally carried out by qualified tradespeople and therefore, a qualification in the appropriate specialist trade or post-trade area is a pre-requisite for this unit.
THTGTM05C	Supervise maintenance operations	4-6	This unit deals with the skills and knowledge required to supervise maintenance operations in tourism or hospitality enterprises including costing and ordering maintenance-related materials and equipment, establishing and monitoring maintenance programs, completing required reports. It covers general maintenance of properties and grounds and any small, related projects, however, it does not address management of physical assets or major construction and landscaping projects which are addressed in the unit of competence, THHGLE09B Manage projects.
THCGTM06B	Use, transport and store chemicals and biological agents	2-5	This unit deals with the skills and knowledge required to use, transport and store chemicals and biological agents in the care and maintenance of the gardens, grounds and buildings of a tourism and hospitality enterprise. It focuses on safety aspects and addresses the preparation, use, storage, handling and transport of chemicals and biological agents. It applies to those using them for the care of gardens, pools, buildings and other work activities involving chemicals. This unit does not focus on the use of LPG gas and inflammable materials and fire safety, which is addressed in the unit THCGHS04B Handle hazardous materials safely.
THCGTM07B	Install and/or modify irrigation systems	2-5	This unit deals with the skills and knowledge necessary to plan, construct and commission an irrigation system. It applies to those working in a tourism or hospitality enterprise where establishing and maintaining grounds is part of the job role.
THCGTM08B	Operate irrigation systems	2-5	This unit deals with the skills and knowledge required to operate irrigation systems found in caravan parks, attractions and other tourism and hospitality enterprises. These skills apply to grounds and maintenance personnel.
THCGTM09A	Provide turf care	2-5	This unit of competence applies to the basic maintenance of grassed areas of tourism and hospitality enterprises such as attractions, caravan parks and recreational areas. It covers mowing, safe work practices, use of mowing equipment and maintenance practices. It applies to those working in grounds and maintenance roles.

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THCGTM10A	Control weeds, plant pests and diseases	2-5	This unit deals with the control of treating weeds, plant pests, diseases and disorders. It covers the recognition of common weeds, plant pests, diseases and disorders, monitoring and recording the severity of the problem, applying a range of treatments and recording relevant information. It applies to those working in grounds and maintenance roles in tourism and hospitality enterprises such as attractions, caravan parks and recreational areas.
THCGTM11A	Collect waste or recyclables	2-5	This unit covers the collection of waste, refuse or recyclables from property, litter bins and designated areas. It applies to those working in tourism or hospitality enterprises where the collection of waste and sorting and disposal of recyclables is part of the job role.
THCGTM12A	Operate tractors, machinery and equipment	2-5	This unit covers the safe operation of tractors, equipment and machinery. It includes a practical application of skills and knowledge required to carry out pre-operational checks, calibration of equipment, reporting of faults and maintenance of operational records. The unit applies to those operating tractors, equipment and machinery in the maintenance of grounds and property in tourism and hospitality enterprises.
RTC2304A	Operate and maintain chainsaws	2-5	This competency standard covers the maintenance, preparation and operation of hand-held chainsaws in a work environment. It requires the application of skills and knowledge to cross-cut fallen timber using appropriate cutting techniques to maximise volume and quality recovery. It also requires knowledge of licensing and OH&S legislative requirements associated with chainsaw operation along with duty of care to self, others and the environment. The work in this standard is likely to be carried out under routine supervision with intermittent checking within enterprise guidelines. This unit is from the Conservation and Land Management Training Package RTD02.
TDTB397B	Carry out vehicle servicing and maintenance	2-5	This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement the vehicle manufacturer's 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 Road Traffic Authority. In a tourism context, this unit may apply to guides, drivers or coach captains. This unit is from the Transport Training Package TDT02.
RTC2026A	Undertake propagation activities	2-5	This unit covers the processes of plant propagation undertaken in tourism and hospitality enterprises where plant propagation and production is required for garden, landscaping and plant display areas. It covers propagation tasks, such as preparing parent plant stock, collecting propagation materials, pre-planting treatments and basic plant propagation techniques. This unit does not include budding and grafting. The work is carried out within routine methods and procedures under supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. This unit is from the Conservation and Land Management Training Package RTD02.

RTF3036A	Plan and establish planted displays	2-5	This unit applies to all tourism and hospitality enterprises where plant displays are required such as caravan parks, attractions, hotels and resorts and conference venues. It covers planning and establishing plant displays, either indoors or as seasonal displays of annual and perennial plants in garden beds. The planning and establishing of plant displays requires the application of horticultural knowledge including plant types, condition and requirements to maintain the plants in prime conditions throughout the duration of the display. The work involved is normally done using established routines, methods and procedures, however, discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints. This unit is from the Amenity Horticulture Training Package RTF03.
RTF2017A	Prune shrubs and small trees	2-5	This competency standard covers the process of pruning shrubs and small trees. The work is likely to be undertaken from the ground. Aerial pruning from a ladder, an elevated work platform or from climbing ropes and rigging in a tree, are covered in separate units. Pruning work is likely to be carried out under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of pruning tasks and roles usually within established enterprise routines. This unit is from the Amenity Horticulture Training Package RTF03.
RTC2005A	Fell small trees	2-5	This competency standard covers the process of small tree felling work where hazards are assessed as low risk. Felling requires assessing conditions and surroundings, and identifying falling requirements, preparing and maintaining felling equipment, bringing the tree down, and completing clean-up operations. Tree felling usually performed under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency is demonstrated by the application of knowledge and skills to a range of tree felling tasks and roles usually within established enterprise guidelines. This unit applies to tourism and hospitality enterprises such as caravan parks where trees are felled as part of work responsibilities in grounds maintenance. This unit is from the Conservation and Land Management Training Package RTC02.
RTF2208A	Lay paving	2-5	This competency standard covers the process of laying modular paving. Modular paving consists of pre-cut paving bricks that come in a range of sizes and colours. The work is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of setting out and laying tasks when paving. This unit applies to tourism and hospitality enterprises such as caravan parks where paving may be laid as part of work responsibilities in grounds construction and maintenance. This unit is from the Amenities Horticulture Training Package RTF03.

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THCGTM13A	Construct timber, concrete or modular structures	2-5	This competency standard covers the process of constructing low profile timber, concrete or modular retaining walls, structures or features in grounds settings. It includes tasks such as marking out sites, preparing footings, preparing and installing retaining wall components and basic concreting skills. It applies to those whose job role includes the development or maintenance of grounds of tourism or hospitality enterprises such as caravan parks and attractions.
THCGTM14A	Set out landscape works	2-5	This unit deals with the skills and knowledge required to set out landscape works from plans and specifications in advance or in conjunction with planned works. It applies to those employed in the maintenance and/or construction of external areas of tourism or hospitality enterprises such as caravan parks.
THCGTM15A	Plan and implement environmentally responsible practices	4-5	This unit deals with the skills and knowledge to plan and implement environmentally responsible practices in external areas of tourism and hospitality enterprises such as caravan parks. It addresses management of water and energy resources, waste disposal and the development of an overall environmental strategy. These skills are required by those in supervisory or management roles, responsible for the development and/or implementation of practices and procedures for environmental management. It also applies to those undertaking work activities involved in the establishment and maintenance of enterprise grounds.
THCGTM16A	Develop and implement a grounds maintenance program	4-5	This unit applies to tourism and hospitality enterprises where ongoing maintenance is required for grounds, gardens and landscaped areas such as caravan parks and attractions. It covers the planning, development and implementation of a maintenance program for supervisors and those responsible for overseeing the maintenance of the grounds. This unit requires general horticultural knowledge and skills but does not require the actual undertaking of specific maintenance activities which are covered in other Parks, Grounds and Maintenance units.
RTC4905A	Cost a project	4-6	This competency standard covers the process of obtaining, calculating, summarising and presenting the costs of materials, equipment and labour for a project to the best financial advantage for a rural, horticultural or land management enterprise. Costing a project is likely to be undertaken without supervision with only general guidance on progress sought by managers. Costing a project requires a broad range of analytical skills and involves the application of extensive underpinning knowledge that includes pricing structures and project financial requirements. This unit is from the Conservation and Land Management Training Package RTD02.
THTPPD06B	Plan and develop ecologically sustainable tourism operations	5-6	This unit deals with the skills and knowledge required to undertake the strategic planning of ecologically sustainable tourism operations. It builds on unit THTPPD04B Plan and implement minimal impact techniques, which is more operationally focused. It is also an extension of unit THTPPD01B Create and implement strategic product development initiative, which relates to general product development planning. Managers in the areas of Operations, Marketing and Product Development or General Management would generally undertake this role.

Appendix E: Relationship Between Caravan and Other Industry Competency Standards

LINKAGE BETWEEN HORTICULTURE UNITS AND CARAVAN PARKS GROUNDS MAINTENANCE UNITS

General:

- Where units have been reviewed as part of the Horticulture Review and where they match exactly, they have been retained
- Where units have been split into several, or are now of a higher or more defined level (such as those level 2 saying “assist to...”, we have not used them
- Where units go beyond the requirements of caravan parks, we have retained the original units, and just improved, re-formatted and re-coded them to B
- Units such as General Maintenance, reviewed under the Hospitality package have been included without change.

98 CARAVAN PACKAGE	REVIEWED HORTICULTURE UNITS	Reviewed Caravan Package
RUHHRT206A Operate Tractors	RTC2309A Operate tractors	New unit THCGTM12A Operate tractors, machinery and equipment - combined 2 units – no need for amount of detail and breadth
RUHHRT207A Operate Equipment and Machinery	RTC2307A Operate machinery and equipment	as above
RUHHRT222A Operate and Maintain Chainsaws	RTC2304A Operate and maintain chainsaws	included
RUHHRT419A Supervise Machinery Maintenance	RTC4306A Supervise machinery maintenance	Removed – not needed - covered in Supervise maintenance operations
RUHHRT435A Cost a	RTC4905A Cost a project	included

Project			
RUHHRT104A Turf Care	Provide	RTF1003A Support turf work	Retained existing unit and re-coded to THCGTM09A Provide turf care - revised Hort unit is too low level – has ‘assist’ all through. Added in extra activities from revised unit such as edging
RUHHRT213A Small Trees	Fell	RTC2005A Fell small trees	included
RUHHRT214A Transplant Small Trees		RTF2025A Transplant small trees	Removed – not needed (too specific)
RUHHRT306A Establish Planted Areas		RTF3036A Plan and establish plant displays	included
RUHHRT301A Plant Displays	Prepare	RTF3036A Plan and establish plant displays	As above
RUHHRT324A Propagate Plants		RTC2026A Undertake propagation activities	included
RUHHRT208A Shrubs and Small Trees	Prune	RTF2017A Prune shrubs and small trees	included
RUHHRT316A Weeds	Control	RTC3401A Control weeds	Combined weeds with pests and diseases into new unit based on Hort units, THGTM10A Control weeds, plant pests and diseases. No need for 2 units of specialist knowledge
RUHHRT317A Pests and Diseases	Control	RTC3404A Control plant pests, diseases and disorders	As above
RUHHRT315A Irrigation Systems	Operate	RTE3609A Operate fertigation equipment RTE3610A Operate gravity-fed irrigation systems RTE3611A Operate pressurised irrigation systems	Retained original unit – reviewed it and gave it new code THCGTM08B – revised Hort units are too detailed and specific
RUHHRT238A Paving	Install	RTF2208A Lay paving	included

RUHHRT239A Install Retaining Walls	RTF2204A Construct low profile timber or modular retaining walls	Combined retaining walls and concrete structures and features THCGTM13A Construct timber, concrete or modular structures – need for only one on basic construction and concreting
RUHHRT341A Install Concrete Structures and Features	RTF3204A Construct concrete structures and features	As above
RUHHRT305A Implement a Landscape Maintenance Program	RTF3207A Implement a landscape maintenance program	Changed to THCGTM16A Develop and implement a grounds maintenance program – new Hort unit is too high level and comprehensive (requires 'extensive horticultural knowledge and a broad range of horticultural skills' - also underpinning knowledge too extensive.
RUHHRT314A Set Out Landscape Works	RTF217A Set out site for construction works	Retained original unit and re-coded to THCGTM14A Set out landscape works – better suited to our needs – ie not for construction so much as general landscaping
RUHHRT520A Implement Sustainable Horticultural Practices	RTE5516A RTE5524A Plus environmental management unit	Kept original, re-named and re-coded to THCGTM15A Plan and implement environmentally responsible practices.- added in new Element on planning and new PCs on considering risks and hazards – the 3 revised Hort units are too many, too specialised and now related to farming
THCGTM06A Use Chemicals and Biological Agents	RTC2706A Apply chemicals under supervision RTC3704A Prepare and apply chemicals RTC3705A Transport, handle and store chemicals	Retained original but included new elements on transport and storage – now called Use, transport and store chemicals and biological agents. 3 units is too many and they are too detailed

THCGTM07A Install and / or Modify Irrigation Systems		Could not locate revised unit so kept original – revised and re-coded to B
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LINKAGE BETWEEN BUSINESS SERVICES UNITS AND GENERAL LEADERSHIP AND MANAGEMENT SKILLS

General:

Only units with Business Services equivalents are shown in this table. Some units may have relationships and equivalences with other units. These are shown in the Unit Descriptors of each unit.

+Leadership and Management		
THHGLE01B	Monitor work operations	
THHGLE02B	Implement workplace health, safety and security procedures	
THHGLE03B	Develop and implement operational plans	
THHGLE04B	Establish and maintain a safe and secure workplace	
THHGGA08B	Plan and establish systems and procedures	
THHGGA09B	Manage projects	
THHGLE16B	Manage physical assets	
THHGLE17B	Manage and purchase stock	
THHGLE18B	Monitor and maintain computer systems	
THHGLE19B	Develop and implement a business plan	BSBMGT601A Contribute to strategic directions BSBMGT602A Contribute to the development of strategic plan
THHGLE20B	Develop and update the legal knowledge required for business compliance	
THHGLE22A	Manage risk	BSBMGT615A Manage risk
THHGLE05B	Roster staff	
THHGLE06B	Monitor staff performance	
THHGLE07B	Recruit and select staff	
THHGLE08B	Lead and manage people	
THHGLE09B	Manage workplace diversity	
THHGLE10B	Manage workplace relations	
THHGLE21B	Provide mentoring support to business colleagues	
THHGLE11B	Manage quality customer service	BSBMGT610A Manage customer focus
THHGLE12B	Develop and manage marketing strategies	BSBMKG01A Research the market BSBMKG403A Develop marketing strategies
THHGLE13B	Manage finances within a budget	
THHGLE14B	Prepare and monitor budgets	
THHGLE15B	Manage financial operations	

Appendix F: AUSTRALIA and OVERSEAS EQUIVALENCES

NEW ZEALAND

Mutual recognition of qualifications is one component of the wider economic umbrella of the Closer Economic Relations (CER) Agreement with New Zealand. Within Hospitality, there is a mutual recognition agreement and process in place for all qualifications between Australia and New Zealand. In October 2003, some key Tourism qualifications in travel were signed off under a further mutual recognition agreement between Australia and New Zealand.

Currently, there is no coverage by qualifications in New Zealand for the Caravan Industry. However, the relevant Industry Training Organisation (ITO) in New Zealand (the Aviation, Tourism and Travel Training Organisation), is about to undertake a project to expand coverage of national competency standards and qualifications to the New Zealand caravan sector. This project will be undertaken in close consultation with Australia and with reference to the Australian Caravan Industry competency standards and qualifications.

OTHER COUNTRIES

There are currently no other formal qualifications covering the caravan industry.

Appendix G: Caravan Industry Training Package: Suggested Equipment and Resource Lists

Please note that for detailed and specific lists, please refer to the Range Statements of the individual units of competence. For Tourism units, see the Tourism Training Package.

OFFICE-BASED/MANAGEMENT SKILLS

Facilities and equipment may Include:

Computer Hardware:

- CPU
- monitor
- keyboard
- mouse
- storage devices/drive
- printer
- automated ticketing machine
- modem

Computer Software and Applications:

- computer operating system, eg windows
- word processing
- spreadsheet
- presentation/desk top publishing
- database
- internet
- specialised packages, eg reservations

General office equipment and supplies:

- desk and chair
- mouse pad
- diskettes, CDs
- printer ink or toner
- stationery
- telephone, telephone line
- calculator
- video player and monitor
- filing / storage cabinets
- brochure display racks / boards
- display panels

Stationery and documentation may Include:

- computer system manuals
- brochures (print, video, CD-Rom)
- supplier manuals, eg local tours
- industry manuals, eg caravan parks, product catalogues
- destination guidebooks, maps
- trade newspapers and magazines
- timetables
- tariff sheets
- reservation slips
- confirmation advices
- registration forms
- inventory print lists
- rooming lists
- booking cards/files
- ticket blanks, vouchers
- sales returns
- visa application forms
- credit card equipment and dockets
- venue equipment (for meetings) such as registration tables, display notices

RECREATIONAL VEHICLE MANUFACTURING AND SERVICING

Tools and equipment may include:

- hand tools
- powered static tools

Components may include:

- electrical parts, wiring, harnesses, brake cabling

- powered portable tools
- impact guns
- robotic equipment
- air tools
- jigs: quick release, screwed grips, automatic grips
- welding equipment: MIG, electric, oxy-acetylene, TIG welding.
- meters: OHM meters, volt meters, circuit testers
- nuts, bolts, screws, staples, washers, fasteners, pop rivets
- adhesives, glues
- hacksaws
- power cutting/grinding tools
- measuring equipment
- wrenches, spanners, files
- flaring tools
- silver brazing equipment
- testing equipment
- lifting/load shifting equipment, including trolleys, rollers, forklifts, blocks, hoists and jacks
- gas regulators and equipment.
- furniture and fittings: fridges, air conditioners, beds, cupboards etc
- floor coverings
- brakes, wiring and running gear
- tubing and water fittings
- accessories and trimmings
- fittings and components: fibre glass, plastic or metal water tank, shock absorbers, gas bottle fittings, LP gas bottles, brackets, jerry can fittings

Materials may include:

- flat boards, composites, ply wood etc
- glass
- laminates
- metals
- mouldings
- plastics
- solid timbers
- veneers
- vinyl and other specified materials.

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators.

RECREATIONAL VEHICLE AND ACCESSORIES RETAILING

General sales & merchandising equipment may include:

- point of sale equipment
- wrapping / packaging materials
- stock of items to be sold
- price tags and relevant equipment
- display materials
- security equipment

Point of sale equipment may include:

- cash register
- electronic funds transfer equipment (EFTPOS)
- credit card equipment and dockets
- barcode reading equipment / scanners

SUPPORTING TECHNICAL SKILLS

Hand tools may include:

- spanners and wrenches
- drills
- nail guns

- bars (crow and pinch)
- bolt cutters
- chisels
- hacksaws
- handsaws
- hammers and mallets
- snips
- pliers
- sealant gun
- spirit level, straight edge
- soldering irons
- files
- scribes
- pop riveters
- punches
- sockets
- scrapers
- wood planes
- gougers
- tile cutters
- wire cutters.

Power Tools May Include:

- drills (various)
- impact guns
- grinders (various)
- **sanders**
- **saws (various)**

Measuring tools may include:

- **feeler gauges**
- **vernier calipers**
- **micrometers**

- staplers
- screwdrivers
- sanders
- angle grinders
- pneumatic wrenches
- circular saws
- jig saws
- planers
- routers
- hammer drills
- nibblers
- sheet metal shears.

Safety equipment may include:

- **glasses**
- **goggles**
- **face shield**
- **gloves**
- **overalls**
- **safety footwear (boots, etc)**
- safety guards on machinery
- fire extinguishers
- first aid kit

Fastening / fixing tools may Include:

- **bolts**
- **nuts**
- **screws**
- **studs, rivets**
- **washers**
- **cotter pins**
- **snap rings**
- **twist drills**
- **taps.**

CARAVAN PARKS OFFICE

Facilities and equipment in a front office area may include:

- reception desk
- cupboards
- chairs
- other desks
- filing cabinets
- telephone system
- safety deposit facilities
- appropriate filing systems
- facsimile machine
- typewriter
- EFTPOS machine
- reservation system
- computer system & appropriate software
- credit card facilities
- account payment facilities
- printer
- photocopier
- franking machine
- guest phone charge facility

Stationery and documentation may include:

- message taking facilities
 - room status records
 - room cards and lists
 - appropriate reports
 - reservation forms
 - various legal tender types
 - charge back vouchers eg: cash vouchers, cheques
 - phone directories
 - general stationery
 - tour vouchers
 - guest arrival / departure lists
 - registration forms
 - guest accounts
 - travellers cheques
 - desk diary
 - assorted mail
 - brochures (internal and external services and attractions)
-

PARKS, GROUNDS AND MAINTENANCE

Horticultural equipment / supplies may include:

- lawnmower (hand / motor)
- fuel
- receptacles for refuse
- trimmers (various)
- clippers (various)
- edgers (various)
- shovels & spades (various)
- rakes, brooms
- ladders
- buckets & pails
- trays (various)
- weeding wand / chemicals
- lawn / flower care chemicals, etc
- soil testing kit
- paint & thinners / removers
- sandpaper
- rags and cloths
- power cords

Grounds and maintenance Environments may include:

- office block
- cabins and chalets
- amenities blocks
- services, water and power supplies
- conference rooms
- playgrounds and playrooms
- trees, shrubs
- gardens, lawns
- pools
- temporary structures eg. tents
- animal enclosures
- restaurants and kiosks
- sporting facilities, courts etc
- service stations, petrol pumps
- car parks.

Pool Equipment may include:

- pool testing kit (refer manufacturer)
- pool chemicals (refer manufacturer)
- vacuum and hoses
- skimmer and brushes.

HOUSEKEEPING

Chalets / cabins may include:

- bed, fold away beds/cots
- dressing table
- tea and coffee making facilities
- stocked bar fridge
- TV receiver and VCR
- table lamps / light fittings
- luggage racks
- curtains
- ceiling fan
- air conditioner
- telephone
- radio
- mini bar, fridge
- iron and ironing board
- fire extinguishers
- tables, chairs
- wall mirror
- toilet
- shower or bath/shower
- handwash basin / vanity unit
- hairdryer
- waste paper bin

Cleaning equipment & supplies may include:

- laundry equipment
- furniture dusting cloth
- solvent cleaner
- dry cloths, lint-free cloth
- synthetic detergent
- cream cleanser
- sanitiser
- toilet brush, toilet cleaning cloth
- acid cleaner
- bucket, mop

Room supplies may include:

- sugar, milk, tea, coffee, biscuits
- stationery
- laundry bags and lists
- blankets, bedspreads
- mattress protectors
- key
- glassware and bar equipment
- directory of services, information guide
- tv guide, in-house movie guide
- mini bar and mini bar list
- iron and ironing board

Room supplies contd:

- pillowcases
- sheets: king, queen, double, single
- coat hangers
- compendium cover
- tea towel
- assorted brochures & promotional leaflets
- bath mats
- hand towels, face washers, bath sheets
- bath robes
- soap, shampoo and toiletries
- rubbish bin and rubbish bin liner
- toilet rolls, sanitary bags
- mirrors & glass
- razor, after shave, shaving cream
- shower cap
- tissues

Cleaning equipment & supplies:

- water
- soap
- scrubbing brush, cornice brush, toilet brush
- synthetic detergents, neutral detergents
- spray bottle
- alkali detergents, acid detergents
- squeegee, chamois leather
- solvent, multi-purposes, abrasive cleaners
- carpet sweeper
- cleaning trolley
- cleaning cloths, sponges/wettex
- vacuum cleaner
- floor maintenance machine
- bucket, mop, floor rag
- wet floor signs
- chemical storage area
- brush, broom
- protective clothing
- carpet, tiles, lino etc.
- stain removal charts/information
- dusters, long handled duster
- appropriate chemicals
- glass cleaner/telephone sanitiser
- air/carpet deodorisers
- furniture polish
- garbage bags and bin liners
- protective gloves
- pest control systems

- cups, saucers

APPENDIX H: GLOSSARY

Term	Definition
Accreditation	Accreditation means the process of formal recognition of a course by the State or Territory course accrediting body where no relevant Australian Qualifications Framework qualification or units of competency from a Training Package exist.
Assessment	The process of collecting evidence and making judgment on whether competency has been achieved. Assessment is reliable if the same result is produced regardless of who the assessor is and regardless of the circumstance.
Assessment Guidelines	The endorsed component of Training Packages relating to industry mechanisms and processes for ensuring valid and reliable assessment of achievement against industry's competency standards.
Assessment Judgment	Assessment judgment involves the assessor evaluating whether the evidence gathered is valid and authentic, and whether there is sufficient and reliable evidence to make the assessment decision. The assessment judgment will involve the assessor in using professional judgment in evaluating the evidence available.
Assessment Materials	Assessment materials are any resources that assist in any part of the assessment process. They may include information for the candidate, assessment tools or resources for the quality assurance arrangements of the assessment system.
Assessment Methods	Assessment method means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third part reports, interviews, simulations and portfolios.
ASSESSMENT TOOL	An assessment tool contains both the instrument and the instructions for gathering and interpreting evidence: Instrument(s) – the specific questions or activity developed from the selected assessment method(s) to be used for the assessment. A profile of acceptable performance and the decision making rules for the assessor may also be included. Procedures – the information / instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
Assessor	Someone who has achieved the national assessor competency standards and is competent in the area in which they are assessing.

Australian Qualifications Framework (AQF)	Australian Qualifications Framework (AQF) means the policy framework that defines all qualifications recognized nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment.
Australian Quality Training Framework (AQTF)	The nationally agreed recognition arrangements for the vocational education and training sector wishing to deliver training, conduct assessment and issue Australian Qualifications and Statements of Attainment.
Candidate	A person undergoing assessment against industry competency standards.
Competence	The application of knowledge and skills to achieve the standard of performance required in the workplace.
Competency Standard	Competency standards define the competencies required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising of Unit title, Unit descriptor, Elements of Competency, Performance Criteria, Range of Variables and Evidence Guide. Also see unit(s) of competency.
COMPLIANCE AUDIT	Compliance audit means an audit conducted to verify that a Registered Training Organisation continues to meet all the requirements of the AQTF Standards for RTOs.
Context of Assessment	The environment in which the assessment will be carried out. This will include physical and operational factors, the assessment system within which assessment is carried out, opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which it takes place.
Customisation	Tailoring assessment activities / questions / criteria to meet different needs. N.B: The assessment tools have been designed to encourage customisation.
Element of Competency	Is the basic building block of the unit of competency. Elements describe the tasks that make up the broader function or job, described by the unit.
Endorsement	Endorsement means the formal process of recognition undertaken by the National Training Quality Council. It indicates that stakeholders including industry and State and Territory agencies have been fully consulted and have validated the Package.
Evidence	The empirical information which, when matched against the relevant performance criteria, provides information of the candidate's competence. Evidence can take many forms and be gathered from a variety of sources.

Evidence Gathering Techniques	Evidence gathering technique means the particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.
Evidence Guide	Evidence Guide: Part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or a training environment. The Evidence Guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The Evidence Guide relates directly to the Performance Criteria and Range of Variables defined in the Unit of Competency.
Industry Skills Councils	(Formerly ITABs) National bodies responsible for the development, maintenance and implementation of National Industry Training Packages for industry sectors.
Industry Training Advisory Bodies (ITABs)	National bodies comprising representation from the industry parties responsible for the development, review and implementation of competency standards and qualifications in given industries.
Integrated / Holistic Assessment	An approach to assessment that covers multiple elements and / or units from relevant competency standards. The integrated approach also combines knowledge, understanding, problem solving, technical skills, attitudes and ethics into an assessment event.
Key Competencies	Those general competencies which underpin all workplace performance, such as planning and organising, and which must be assessed as part of all competency standards.
National competency standards	National standards define the competencies required for effective performance in the workplace. A competency comprises the specification of knowledge and skill at an industry level to the standard of performance required in employment. Competency standards can either be industry or enterprise based.
National Training Information Service (NTIS)	National Training Information Service (NTIS) means the National Register for recording information about Registered Training Organisations, Training Packages and accredited courses. Information held on the NTIS is searchable and publicly accessible via the Internet. The NTIS contains comprehensive information on endorsed Training Packages which have been approved by Ministers and includes full details of competency standards; a listing of NTQC noted support materials with contact source; details of AQF accredited courses / qualifications; and contact details and scope of registration of all Registered Training Organisations.

National Training Quality Council (NTQC)	National Training Quality Council (NTQC) means the body established by the ANTA Ministerial Council as a Committee of the ANTA Board. In relation to quality assurance arrangements in the vocational education and training system the NTQC has a role in: Providing advice on the operation of, and any necessary change to, the Australian Quality Training Framework (AQTF); Providing information and advice to State recognition authorities on the implementation of the AQTF; and Providing to the ANTA Board, for incorporation in the Board's reports to the ANTA Ministerial Council, information and advice on the operation of the AQTF in each State and Territory, including by providing such independent advice on State / Territory registration, audit and related processes and related Commonwealth processes as deemed necessary by the NTQC.
NEW APPRENTICESHIPS	New Apprenticeships means structured training arrangements, usually involving on- and off-the-job training, for a person employed under a Training Contract.
New Apprenticeship Training Contract	New Apprenticeship Training Contract means a contract for an apprenticeship/traineeship made between an employer and an apprentice / trainee which is registered with the relevant State or Territory Training Authority.
Performance Criteria	Evaluative statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provides evidence of competent performance for each element of competency.
Qualification	Qualification means, in the vocational education and training sector, the formal certification, issued by a Regional Training Organisation under the Australian Qualifications Framework, that a person has achieved all the requirements for a qualification as specified in an endorsed national Training Package or in an Australian Qualifications Framework accredited course where no relevant Training Package exists.
RANGE OF VARIABLES	Part of a unit of competency. It details the scope or range of factors to be considered in assessment and assists in providing focus for the assessment.
Range Statement	Part of a competency standard, which sets out a range of contexts in which performance can take place. The range helps the assessor to identify the specific industry or enterprise application of the unit of competency.
Reasonable Adjustment	Those modifications which may need to be made during the assessment process to enable a person with a disability to demonstrate competence.

Recognition of Prior Learning (RPL) Recognition of Current Competencies (RCC)	The acknowledgment of an individual's current competencies gained through formal education and training, work experience and / or life experience. The focus is on what a person can do rather than how the learning occurred.
Registered Training Organisation (RTO)	Registered Training Organisation (RTO) means a training organisation registered in accordance with the Australian Quality Training Framework, within a defined scope of registration (refer definition Scope of Registration).
Statement of Attainment	Statement of Attainment means a record of learning, recognized under the AQF, which although falling short of an AQF qualification, may contribute towards a qualification outcome, either as attainment of competencies within a Training Package, partial completion of an AQF accredited course leading to a qualification, or completion of a nationally accredited short course which may accumulate towards a qualification through Recognition of Prior Learning processes.
TRAINING PACKAGE	A national training framework consisting of national competency standards, assessment guidelines and national qualifications, which are endorsed by the National Training Quality Council. It can also include support materials such as training and assessment materials, and professional development materials.
Underpinning knowledge	The knowledge and theory an individual requires to be able to achieve competence in a range of situations.
Workplace	The industry environment in which training and assessment for specific competencies can occur.