THC04 CARAVAN TRAINING PACKAGE

VOLUME 2: GENERAL COMPETENCY STANDARDS

ALL SECTORS

This is the second 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 1   Qualifications, Assessment Guidelines and Supporting Information
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: Tourism Training Australia (http://www.tourismtraining.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.

Version Modification History Table

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

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Version	Release Date	Comments
1	27/02/2004	Primary Release revised versions
	1999	THC99 - Original version

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

THHICS01A	Contribute to workplace improvements
THHICS02A	Share ideas in the workplace
THHICS03A	Develop innovative ideas at work
THHICS04A	Originate and develop a concept
THHICS05A	Lead a team to foster innovation
THHICS06A	Create an innovative work environment
THHICS07A	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
THTFTG07B	Research and share general information on indigenous Australian cultures
THTFTG08B	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

Caravan Core

COMPETENCY STANDARDS FOR THE CARAVAN INDUSTRY TRAINING PACKAGE

CONTENTS

THHCOR01B   Work with colleagues and customers

Unit Descriptor

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.

Element	**Performance Criteria**
1 Communicate in the workplace	1.1 Communicate with customers and colleagues in a polite, professional and friendly manner.
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication.
	1.3 Use appropriate non-verbal communication in all situations.
	1.4 Observe and take into consideration non-verbal communication of colleagues and customers.
	1.5 Show sensitivity to cultural and social differences.
	1.6 Use active listening and questioning to facilitate effective two-way communication.
	1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.
	1.8 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.
	1.9 Use the medium correctly and according to standard protocol and enterprise procedures.
2 Maintain personal presentation standards	2.1 Practise high standards of personal presentation in accordance with: • enterprise requirements • work location • OH&S issues • impacts on different types of customers • specific requirements for particular work functions.

3	**Provide service to colleagues and customers**	3.1	Identify customer needs and expectations correctly, including those customers with special needs, and provide appropriate products, services or information.
		3.2	Meet all reasonable needs and requests of customers within acceptable enterprise time frames.
		3.3	Identify and take all opportunities to enhance the quality of service.
		3.4	Recognise customer dissatisfaction promptly and take action to resolve the situation in accordance with individual level of responsibility and enterprise procedures.
		3.5	Handle customer complaints positively, sensitively and politely and in consultation with the customer.
		3.6	Refer difficult complaints to the appropriate person in accordance with individual level of responsibility and enterprise policy and procedures.
		3.7	Maintain a positive and co-operative manner at all times.
4	**Work in a team**	4.1	Demonstrate trust, support and respect towards team members in day-to-day work activities.
		4.2	Recognise and accommodate cultural differences within the team.
		4.3	Identify work-team goals jointly with colleagues and relevant others.
		4.4	Identify, prioritise and complete individual tasks within designated time frames.
		4.5	Seek assistance from other team members, supervisors and managers when required.
		4.6	Offer assistance to colleagues when required, to ensure designated work goals are met.
		4.7	Acknowledge and respond to feedback and information from other team members.
		4.8	Negotiate changes to individual responsibilities to meet reviewed work goals.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Depending upon the enterprise or specific situations, customers and colleagues may be:
- workmates/colleagues
- external customers and clients
- members of other tourism and hospitality industry sectors
- individuals or groups such as consultants and committees
- government or organisations
- local residents
- visitors
- media.

Situations and contexts in which this unit may be applied might include:
- in an office
- back-of-house
- front-of-house
- reception area
- on tour
- on site
- using a phone or mobile phone.

Non-verbal communication may include:
- body language
- dress and accessories
- gestures and mannerisms
- voice tonality and volume
- use of space
- culturally specific communication customs and practices.

Customers with specific needs may include:
- those with a disability
- those with special cultural or language needs
- unaccompanied children
- parents with young children
- pregnant women
- single women.

Cultural and social differences may include:
- modes of greeting, farewelling and conversation
- body language, use of body gestures
- appropriate language, eg formal, informal.

Personal presentation may include:
- dress

- hair and grooming
- hands and nails
- jewellery.

Media for communication may include:
- fax
- email or other electronic communication
- simple written messages, eg restaurant bookings or phone messages
- face-to-face
- telephone
- two-way communication systems
- standard forms and pro-formas.

Factors which affect selection of the appropriate medium may include:
- technical and operational features
- access of the sender and receiver to necessary equipment
- technical skills required to use the medium
- required format
- degree of formality required
- urgency and timeframes.

Protocol and enterprise procedures may include:
- modes of greeting and farewelling
- addressing the person by name
- time lapse before a response
- style manual requirements
- standard letters and pro-formas.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- effective communication techniques in relation to:
  - listening
  - questioning
  - non-verbal communication
- basic written communication skills, eg messages, notes, emails, fax
- identifying and responding to different cultural, language and special needs
- teamwork principles
- identifying and dealing with conflict situations and misunderstandings
- customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services
- ethics of professional hospitality and tourism behaviour
- characteristics of different types of communication media.

Linkages to Other Units

This is a core unit which underpins effective performance in all other units. It is strongly recommended that it be delivered and assessed in conjunction with other relevant operational and service units.

This unit has particular linkages to the following units and combined training and assessment is strongly recommended:
- THHCOR02B Work in a socially diverse environment
- THHGCS02B Promote products and services to customers
- THHGCS03B Deal with conflict

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to communicate effectively with customers and colleagues, including those with special needs, within the range of situations required for the relevant job role
- ability to work in a team
- ability to respond effectively to a range of different customer service situations
- understanding of communication and customer service and its importance in a tourism/hospitality context.

The focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the cultural variances and special requirements that apply in particular situations.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of communication skills through interaction with others
- project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out work tasks which involve dealing with customers and colleagues
- role plays about communication situation, including dealing with conflicts and misunderstandings
- review of simple messages written by the candidate for various situations
- questions about effective communication and personal presentation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Responding to instructions and requests from customers and colleagues Seeking out and reviewing information related to work activities
Communicating Ideas and Information	2	Receiving, following and giving instructions to others in the team Providing customers with information about products and services, assisting them with requests Passing on messages in writing to colleagues
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities Making arrangements for customers
Working with Others and in Teams	2	Working co-operatively with colleagues Clarifying personal responsibilities
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with conflicts and misunderstandings Exploring reasons for communication breakdown and working out solutions in consultation with others
Using Technology	1	Using computers, telephone equipment, fax machines and other communications equipment

THHCOR03B   Follow health, safety and security procedures

Unit Descriptor

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.

Element	Performance Criteria
1 Follow workplace procedures for health, safety and security	1.1 Follow correct health, safety and security procedures in accordance with enterprise policy, relevant legislation and insurance requirements.
	1.2 Identify and promptly report breaches of health, safety and security procedures.
	1.3 Report any suspicious behaviour or unusual occurrences promptly to the designated person.
2 Deal with emergency situations	2.1 Recognise emergency and potential emergency situations promptly and determine and/or take required actions within the scope of individual responsibility.
	2.2 Follow emergency procedures correctly in accordance with enterprise procedures.
	2.3 Seek assistance promptly from colleagues and/or other authorities where appropriate.
	2.4 Report details of emergency situations accurately in accordance with enterprise policy.
3 Maintain safe personal presentation standards	3.1 Ensure that personal presentation takes account of the workplace environment and health and safety issues, including: • appropriate personal grooming and hygiene • appropriate clothing and footwear.
4 Provide feedback on health, safety and security	4.1 Identify issues requiring attention.
	4.2 Raise issues with the designated person(s) in accordance with enterprise and legislative requirements.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Health, safety and security procedures may include those related to:
- use of personal protective clothing and equipment
- safe posture, including sitting, standing, bending
- manual handling, including lifting, transferring
- safe work techniques, including using knives and equipment, handling hot surfaces, computers and electronic equipment
- safe handling of chemicals, poisons and dangerous materials
- ergonomically sound furniture and work stations
- emergency, fire and accident
- hazard identification and control
- security of documents, cash, equipment, people
- key control systems.

Emergency situations may include:
- bomb threats
- deranged customers
- accidents
- robbery or armed hold-up
- fire
- floods
- earthquakes
- power failure.

Breaches of procedures and issues requiring attention may include:
- loss of keys
- strange or suspicious persons
- broken or malfunctioning equipment
- loss of property, goods or materials
- damaged property or fittings
- lack of suitable signage when required
- lack of training on health and safety issues
- unsafe work practices.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- individual employee responsibilities in relation to insurance and liability requirements
- obligations of employers and employees in relation to relevant State/Territory OH&S legislation

- commonly found health, safety and security procedures in tourism and hospitality workplaces
- safe work practices relevant to individual job roles and responsibilities
- major causes of workplace accidents related to the work environment.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that training and assessment for this unit be carried out in conjunction with other operational and service units.

This unit has linkages to the following units and combined training and assessment may be appropriate:
- THHGHS01B Follow workplace hygiene procedures

Critical Aspects of Assessment:

Evidence of the following is critical:
- ability to follow established procedures
- knowledge and understanding of the implications of disregarding those procedures
- demonstration of safe work practices for particular job roles
- knowledge and understanding of the legal requirements to work in accordance with health, safety and security procedures.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate safe work practices for particular job roles and contexts.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that knowledge of workplace health and safety issues can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate explaining workplace safety or emergency procedures to a colleague or customer
- direct observation of the candidate demonstrating safe work practices for particular job roles
- case studies and problem solving exercises for emergency situations
- oral or written questions about legislation and requirements relating to workplace safety and security
- oral or written questions about appropriate clothing and protective gear for particular jobs and situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Accessing legislation and regulations about OH&S Reading procedures and manuals for using equipment and doing various jobs
Communicating Ideas and Information	1	Explaining OH&S and security requirements to colleagues and customers
Planning and Organising Activities	1	Assembling clothing, protective gear and equipment for particular jobs
Working with Others and in Teams	1	Participating pro-actively in an OH&S committee
Using Mathematical Ideas and Techniques	1	Measuring specified quantities and ratios of chemicals and other substances for safe use
Solving Problems	1	Dealing with issues such as health, safety and security breaches or problems
Using Technology	1	Using safety and security equipment such as fire extinguishers and alarms

THCCOR04B   Develop and update caravan industry knowledge

Unit Descriptor

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.

Element	Performance Criteria
1 Research information on the caravan industry	1.1 Identify and access sources of information on the caravan industry.
	1.2 Research information using appropriate sources for various requirements.
	1.3 Access specific information on relevant sector of work and related job roles and responsibilities.

| 2 | **Develop and apply general information on the caravan industry** | 2.1 | Access current information about the caravan industry and issues of interest, including: |

- economic and social significance of the caravan industry and the role of local communities
- growth potential of the caravan industry and career opportunities
- main sectors of the caravan industry and their functions and responsibilities
- caravan industry trends
- caravan industry support businesses
- types of accommodation available in caravan parks
- caravan park rating and accreditation systems and their application in metropolitan, regional and Australia-wide locations
- factors which contribute to the development of successful caravan parks
- relationship of the caravan park industry to other sectors of the hospitality and tourist industry (hotels and motels)
- environmental and safety issues in the caravan industry
- social profiles of caravaners and campers
- customer needs and the importance of having a customer service culture
- caravan industry associations
- relationship between the caravan industry and the broader tourism industry.

2.2   Apply industry information in day-to-day work activities to enhance the quality of work performance.

| 3 | **Develop and apply information on legal and ethical issues which impact on the caravan industry** | 3.1 | Obtain information on legal and ethical issues to assist effective work performance. |
| | | 3.2 | Conduct day-to-day activities in accordance with legal obligations and ethical industry practices. |

4	**Update caravan industry knowledge**	4.1	Identify and use a range of opportunities to update general knowledge of the caravan industry.
		4.2	Monitor issues of current concern and interest to the industry.
		4.3	Share updated knowledge with customers and colleagues as appropriate and incorporate it into day-to-day working activities.

Range Statement

This unit applies to all sectors of the caravan industry. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

This is a core unit which underpins effective performance in all other operational and service units.

Sources of information on the caravan industry may include:
- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry personnel
- industry journals
- computer software and Internet
- personal observation and experience.

Sectors of the caravan industry include:
- caravan or holiday park operations
- recreational vehicle manufacturing
- recreational vehicle parts and components manufacturing and supply
- recreational vehicle servicing
- recreational vehicle and accessories retailing.

Caravan industry support businesses may include:
- hospitality
- tourism operations
- entertainment, sports and activities
- meetings and conferences
- trades, horticulture and maintenance
- conservation bodies
- local councils, tourism authorities and promoters
- retail and wholesale suppliers
- recreational vehicle and accessories retailing
- security.

Environmental issues may include:
- protection of natural and cultural integrity
- minimal impact operations
- environmental sustainability
- water management
- waste management
- energy efficient operations
- land ownership
- land access and usage.

Legal issues which impact on the industry may include:
- consumer protection
- duty of care
- equal employment opportunity and affirmative action
- anti-discrimination
- workplace relations
- public liability and risk
- residential tenancy legislation
- local government regulations
- OH&S legislation
- taxation legislation.

Ethical issues which impact on the industry may relate to:
- confidentiality
- commission procedures
- overbooking
- pricing
- tipping
- familiarisations
- gifts and services provided free of charge
- product recommendations.

Issues of interest and concern to the industry may include:
- government initiatives: State, Federal and local
- emerging markets
- environmental and social issues
- labour issues
- industry expansion or retraction.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- general knowledge of caravan industry sectors and inter-relationships, including:
- manufacturing
  - service
  - retail
  - major caravan and tourism industry bodies
- Caravan Park operations, including:
  - accommodation
  - maintenance
  - service/repair
  - emergency and safety requirements
  - environmental issues such as waste and water management, energy conservation
- General knowledge of the tourism industry, including:

- tour operators and wholesalers
- retail travel agents
- information services sector (local, regional, national)
- attractions
- Quality assurance in the caravan industry and the role and responsibility of individual staff members
- The importance and implications of customer service in the caravan industry
- Basic research skills:
  - identification of relevant information
  - questioning techniques to obtain information
  - sorting and summarising information
- Legislation (both state and federal) that applies across the industry in the following areas (name, primary objective and impact on individual staff only):
  - consumer protection and trade practices
  - duty of care
  - equal employment opportunity
  - anti discrimination
  - workplace relations
  - regulations (local government).
  - economic and social significance of the caravan industry
  - growth potential of the caravan industry and career opportunities
  - main sectors of the caravan industry and their functions and responsibilities
  - caravan industry trends
  - caravan industry support businesses
  - types of accommodation available in caravan parks
  - caravan park rating systems and their application in metropolitan, regional and Australia-wide locations
  - factors which contribute to the development of successful caravan parks
  - relationship of the caravan park industry to other sectors of the hospitality and tourist industry (hotels and motels)
  - environmental and safety issues in the caravan industry
  - social profiles of caravaners and campers
  - customer needs and the importance of having a customer service culture
  - industry associations
  - relationship between the caravan industry and the broader tourism industry
  - industry associations
  - caravan park rating systems and their application in metropolitan, regional and Australia-wide locations.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units, and combined training and assessment may be appropriate.

There is a strong link between this unit and the following tourism-related units:
- THTTC001B Develop and update tourism industry knowledge
- THHGCS01B Develop and update local knowledge.

Critical Aspects of Assessment:

Evidence of the following is critical:
- ability to source industry information
- general knowledge of the caravan industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues that relate to a specific sector or workplace.

Pre-vocational training programs may include coverage of specific industry sectors or the general industry.

Context of Assessment and Resource Implications

Assessment must ensure:
- a project or work activities that allow the candidate to demonstrate the application of knowledge to specific caravan industry contexts and situations.

Assessment Methods

Assessment methods must be chosen to ensure that the ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate explaining relevant information about the industry to a colleague or customer
- case studies and problem solving exercises to assess application of knowledge to different situations and contexts
- oral or written questions to assess knowledge of different aspects of the caravan industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Deciding whether to join an industry association, based on promotional materials
Communicating Ideas and Information	1	Liaising with colleagues from other industry sectors to meet a particular customer request
Planning and Organising Activities	1	Organising a personal program of professional development activities for the upcoming year
Working with Others and in Teams	1	Discussing industry events with colleagues Providing information to customers
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Responding to a situation which involves dealing with a sector of the industry of which you have limited knowledge
Using Technology	1	Using the Internet to source information on the caravan industry

THCCOR05B   Plan and organise daily work

Unit Descriptor

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.

Element	Performance Criteria
1 Organise work schedules	1.1 Interpret work schedule accurately and define tasks.
	1.2 Plan tasks, including routine and special tasks, according to time required and time available.
	1.3 Integrate work activities where appropriate.
	1.4 Establish priorities, in line with workplace and customer requirements.
	1.5 Inform team members and other relevant people of work schedules and requirements, where necessary.
2 Organise machinery, materials and equipment	2.1 Identify machinery, materials and equipment needs according to tasks and work schedule requirements.
	2.2 Organise, order and /or obtain machinery, materials and equipment as required.
	2.3 Establish sequence of use and preferred on-site positioning of machinery, materials, equipment and access ways.
3 Carry out work tasks	3.1 Carry out work safely, effectively and efficiently with minimum inconvenience to customers and staff.
	3.2 Follow organisational policies and procedures.
	3.3 Follow planned work schedules.
	3.4 Complete routine tasks and accommodate unscheduled tasks, according to priorities established within the workplace and job role.
	3.5 Meet organisational and legislative reporting/recording and documentation requirements.

4	**Maintain work area**	4.1	Clear machinery and equipment of waste, in accordance with organisational requirements.
		4.2	Use and clean machines, tools and equipment in accordance with manufacturer's instructions and any safety/legislative requirements.
		4.3	Check any machinery, materials and equipment used for damage and faults.
		4.4	Report faulty equipment, parts or materials in accordance with established procedures.
		4.5	Follow equipment maintenance in accordance with manufacturer and enterprise requirements.
5	**Clean work area**	5.1	Maintain the work area in a clean and tidy manner.
		5.2	Apply organisational policies and procedures to cleaning of work area.
		5.3	Dispose of waste at regular intervals.
		5.4	Dispose of waste appropriately, according to organisational procedures and in an environmentally responsible manner.
		5.5	Promptly remove spills, food, refuse or other potential hazards from floors and other surfaces.
		5.6	Store equipment and consumable materials correctly after use.
6	**Respond to problems as they arise**	6.1	Clearly identify nature of problems.
		6.2	Deal with problems or refer them to appropriate people.
		6.3	Find solutions to problems that maintain a quality outcome, minimise impact on work schedules and reflect accurate knowledge of products and processes used in the workplace.
		6.4	Ensure that solutions are consistent with workplace priorities and requirements.
		6.5	Acknowledge commercial responsibilities and constraints in finding solutions.

Range Statement

This unit applies to all sectors of the caravan industry. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.
Work activities may include:

- daily routines
- periodic routines
- ad hoc activities
- special projects.

Organisational policies and procedures may relate to:
- cleaning and tidying of work area
- use, maintenance and storage of tools, items, machinery, materials and equipment
- regularity of cleaning and checking
- disposal of waste materials
- presentation of public areas
- work schedules
- problem-solving
- work roles and responsibilities.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- basic knowledge of products and processes used in the workplace
- time management and work organisation principles
- working in a team and workplace communication
- OH&S and legislative requirements related to daily work
- typical problems related to specific work areas, appropriate ways of avoiding them and suitable solutions
- typical cleaning methods and schedules related to specific work areas, tools, machinery and equipment
- relevant machinery and equipment maintenance according to organisational policies and procedures, and manufacturer's specifications.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered and assessed in conjunction with other operational and service units.

Critical Aspects of Assessment:

Evidence of the following is critical:
- ability to work safely in compliance with OH&S procedures
- ability to follow established procedures and interpret, understand and act on instructions
- ability to communicate effectively in the working environment.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to plan and organise daily work for a variety of roles and contexts related to the particular job
- a work environment which allows multiple, diverse tasks to be performed and with access to all necessary equipment, tools and materials
- demonstration of work activities under realistic time constraints found in the workplace.

Assessment Methods

Assessment methods must be chosen to ensure that planning and organising daily work can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out daily work tasks in an organised manner
- problem solving exercises in prioritising work and dealing with unscheduled tasks or special projects, projects to develop work plans and schedules
- direct observation of the candidate maintaining a clean and tidy workplace
- oral or written questions about safety issues, and maintenance of tools, equipment and materials
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collecting and analysing information about work tasks to be completed in particular timeframes
Communicating Ideas and Information	1	Discussing work schedules with other team members, supervisors and/or customers
Planning and Organising Activities	1	Developing action plans, schedules for work activities, obtaining required equipment and materials prior to work activities
Working with Others and in Teams	1	Liaising with other relevant team members to ensure that daily work and work schedules fit in with them
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Dealing with unscheduled work or inability to complete planned jobs due to unexpected factors
Using Technology	1	Producing work schedules and plans on a computer

Customer Service, Sales and Marketing

CONTENTS

THHGCS01B   Develop and update local knowledge

Unit Descriptor

This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises. This unit reflects a context where the provision of information is not the primary job role (eg within an attraction or a restaurant). The unit has a link to unit THTSOP02B Source and provide destination information and advice, (Tourism Training Package) which reflects a context where provision of advice is the primary job role (eg. a visitor information officer or travel consultant).

Element	Performance Criteria
1 Develop local knowledge	1.1 Identify and access appropriate sources of information on the local area.
	1.2 Record and file information for further use as appropriate and in accordance with enterprise procedures.
	1.3 Identify and obtain the types of information commonly requested by customers.
2 Update local knowledge	2.1 Identify and use opportunities to update local knowledge.
	2.2 Share updated knowledge with customers and colleagues as appropriate and incorporate into day-to-day working activities.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The range of local information required will vary according to the particular industry sector, location and individual workplace. Information must include:
- enterprise specific information
- local transport options
- local attractions
- local events
- general visitor facilities including shopping locations, currency exchanges, post offices, banks, emergency services.

Information may include:
- specific shopping details, markets
- restaurants, cafes and other dining venues
- other facilities and services such as hairdressers, dentists, travel agencies

- theatres and entertainment venues
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions.

Sources of information on the local area may include:
- brochures
- timetables
- local visitor guides
- library and local council
- local people
- enterprise information
- room directories
- maps
- Internet.

Opportunities to update local knowledge may include:
- talking and listening to colleagues and customers
- participation in local familiarisation tours
- visiting the local information centre
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- reading local newspapers.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- sources of information for enterprise and local knowledge
- general knowledge of the enterprise, local attractions, events, transport options, general visitor facilities including shopping, currency exchanges, post offices, banks, emergency services.

Linkages to Other Units

This unit underpins effective performance in a range of other units and combined training and assessment may be appropriate. Examples include:
- THHBH01B Provide housekeeping services to guests
- THHBF010B Provide porter services
- THHBF02B Provide accommodation reception services
- WRRS2B Advise on products and services
- many other units in the Attractions and Theme Parks section

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to source accurate and current information on the local area
- general knowledge of the local area sufficient to answer commonly asked customer questions as relevant to the job role.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to respond to a range of commonly asked customer questions.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to different customer service situations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- project to research information on local area
- direct observation of the candidate using local knowledge to answer customer questions
- oral or written questions to assess knowledge of local information and information sources
- role-play to provide information for variety of different customers
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Organising the enterprise's local information folder
Communicating Ideas and Information	1	Explaining the location of the nearest bus stop to a customer
Planning and Organising Activities	1	Contacting local attractions to request information brochures for display
Working with Others and in Teams	1	Assisting a colleague to answer a customer question
Using Mathematical Ideas and Techniques	1	Calculating the amount of time to reach a local attraction
Solving Problems	1	Helping a lost customer who speaks very little English
Using Technology	1	Using the phone or Internet to source information on the local area

THHGCS02B   Promote products and services to customers

Unit Descriptor

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.

Element	Performance Criteria
1 Develop and maintain product/service and market knowledge	1.1 Identify opportunities to develop product/service knowledge.
	1.2 Use informal and formal research to update knowledge.
	1.3 Use customer feedback and workplace observation to evaluate products, services and promotional initiatives.
	1.4 Share knowledge obtained with colleagues to enhance the sales-effectiveness of the team.
	1.5 Pass information gained from workplace experience and direct customer contact to the appropriate person for consideration in future planning.
	1.6 Identify changes in customer preferences, needs and expectations.
	1.7 Suggest ideas for product and service adjustments to meet customer needs to the appropriate person in accordance with enterprise policy.

2	Encourage customers to use and buy products and services	2.1	Determine customer preferences, needs and expectations.
		2.2	Offer accurate information about products and services to customers.
		2.3	Employ selling techniques appropriately to encourage usage and purchase.
		2.4	Make customers aware of possible 'extras' and 'add-ons'.
		2.5	Pro-actively promote products and services at appropriate opportunities in accordance with current enterprise goals and promotional focus.

Range Statement

This unit applies tourism and hospitality operations where employees have contact with customers and are expected to promote products and services. It may apply to all situations where the opportunity to sell or promote products and services is available and may include selling and promoting through face-to-face contact or through the contribution to the development of marketing activities such as menus and special offers. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Informal and formal research may include:
• discussions with colleagues
• reading enterprise information
• research of product and service information brochures
• general media.
• surveying, distributing questionnaires.

Products, services and promotional initiatives may include:
• tours and transport
• conferences and conventions
• function facilities
• entertainment
• shopping services
• restaurant facilities
• food and beverage
• 'add-on' services
• special offers or packages.

Product/service knowledge may relate to:
• general features
• special features
• benefits
• disadvantages
• price
• special offers

- availability
- how to purchase or order.

Customer preferences, needs and expectations may be determined by:
- active listening
- questioning
- observation
- recognition of non-verbal signs.

Customer preferences, needs and expectations may be related to:
- age
- gender
- prior knowledge
- special needs.

Customer preferences, needs and expectations may include:
- friendliness
- courtesy
- value for money
- prompt service
- assistance
- empathy and support
- comfort
- new experience
- basic needs for food, comfort, shelter or other services.

Selling techniques include up-selling and suggestive selling and may involve:
- serving
- helping
- advising
- building rapport with customers
- arousing interest.

Promoting products and services may include:
- displays
- promotions
- special offers and deals
- menus and 'specials'
- word of mouth
- up-selling.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- any legal issues which impact on the sale of products and services
- in-depth knowledge of enterprise products and services
- general knowledge of the market for different types of products and services
- knowledge of different customer preferences and needs, and ways of meeting requirements, both stated and unstated

- the role of frontline staff in maximising business performance through effective up-selling and promotion
- the ways in which different hospitality and tourism businesses present and promote products
- up-selling and suggestive selling techniques.

Linkages to Other Units

This unit has strong linkages to the following units and combined training and assessment is recommended:
- THHGGA01B Communicate on the telephone
- THHCOR01B Work with colleagues and customers
- operational or service skills units which apply to particular industry sectors

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to use selling techniques to promote products and services within a specific tourism or hospitality context
- knowledge of different customer preferences and ways to meet both stated and unstated requirements.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of skills whilst undertaking normal job tasks eg. up-selling whilst providing food and beverage service, promoting the hotel or park restaurant whilst at reception, advising guests of special features or events whilst issuing tickets to a theme park or other attraction, or promoting through the development of menus or 'specials' or other special products or service
- interaction with different customers to allow the candidate to respond to a range of requirements.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that promoting products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate promoting products and services to customers
- oral or written questions to determine product knowledge
- case studies to test knowledge of appropriate products and services for different contexts, customers and situations
- role plays in which the candidate demonstrates up-selling techniques
- projects to develop menus, promotional ideas or suggestions for a particular product or service
- project to research customer preferences for a particular enterprise or context
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Researching information and feedback about customer needs and preferences Compiling information about the products and services of a particular enterprise
Communicating Ideas and Information	2	Advising customer of products and services Relating information about customer feedback to colleagues and other relevant persons Promoting products and services to customers in an manner suitable to customer and situation
Planning and Organising Activities	1	Planning to promote a particular product or service on a particular occasion
Working with Others and in Teams	1	Working with other members of the service team. Relaying information about products to other members to enhance performance of the team
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Trying to satisfy difficult customers Contributing to ideas to improve products and services
Using Technology	1	Using the Internet to research product information May use email or the phone to promote products or services

THHGCS03B   Deal with conflict situations

Unit Descriptor

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.

Element	Performance Criteria
1 Identify conflict situations	1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.
	1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance.
2 Resolve conflict situations	2.1 Take responsibility for finding a solution to the conflict within the scope of individual responsibility.
	2.2 Encourage all points of view and accept them and treat them with respect.
	2.3 Use effective communication skills to assist in the management of the conflict.
	2.4 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.
3 Respond to customer complaints	3.1 Handle complaints sensitively, courteously and discreetly.
	3.2 Take responsibility for resolving the complaint.
	3.3 Establish and agree on the nature and details of the complaint with the customer.
	3.4 Taken appropriate action to resolve the complaint to the customer's satisfaction wherever possible.
	3.5 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service.
	3.6 Complete any necessary documentation accurately and legibly within time constraints.

Range Statement

This unit applies to tourism and hospitality and catering operations where food is prepared and served. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Conflict situations may relate to:
- customer complaints
- conflicts among work colleagues
- refused entry
- drug or alcohol affected persons
- ejection from premises
- delayed customers.

Situations where personal safety of customers or colleagues may be threatened and assistance is required may include those where there are:
- drug or alcohol affected persons who cannot be reasoned with
- people with guns or arms
- situations where someone has been or may be hurt
- people who appear to be violent or are threatening
- situations where customers refuse to leave or be pacified.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures, workplace culture and policies
- conflict resolution skills and strategies incorporating communication skills of:
  - assertiveness
  - listening
  - non-verbal communication
  - language style
  - problem solving
  - negotiation
- procedures for customer complaints.

Linkages to Other Units

This unit must be assessed with or after the following unit. This unit describes the skills and knowledge essential to the achievement of competence.
- THHCOR01B Work with colleagues and customers

This unit has linkages to the following units and combined training and assessment may be appropriate:
- THHGCS08B Establish and conduct business relationships
- THHGLE01B Monitor work operations
- THHGLE08B Lead and manage people
- THHGLE09B Manage workplace diversity.

Note that problem solving is included in both this unit and unit THHGLE01B Monitor work operations. Care should be taken to avoid duplication in training and assessment.

Critical Aspects of Assessment

Evidence of the following is critical:
* knowledge of conflict resolution techniques
* ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and workplace.

Context of Assessment

Assessment must ensure:
* activities that allow the candidate to address a range of commonly-occurring conflict situations that may be found in the workplace These should be related to the usual work roles of the candidate, such as handling customer complaints in a restaurant, resolving disputes with colleagues over work aspects, dealing with contractors or suppliers who fail to meet obligations
* interaction with others to demonstrate appropriate interpersonal skills for resolving conflicts.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that dealing with conflict can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
* direct observation of the candidate demonstrating complaint handling or negotiation skills, either in the workplace or through role plays
* case studies to analyse and resolve conflict situations arising in various work contexts
* written or oral questions to assess underpinning theories related to conflict resolution
* review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Obtaining the relevant facts and opinions about a particular complaint or conflict situation Taking into account cultural differences in dealing with complaints or disputes
Communicating Ideas and Information	2	Completing records or reports on complaints or incidents Providing advice or options to customers in resolving complaints
Planning and Organising Activities	2	Working out the most appropriate way to deal with a dispute or complaint Planning the steps to deal with a particular conflict
Working with Others and in Teams	2	Negotiating to solve differences with colleagues.
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Resolving disputes about services or goods Turning complaints into positive customer service situations
Using Technology	-	-

THHGCS04B   Make presentations

Unit Descriptor

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.

Element	Performance Criteria
1 Prepare for presentations	1.1 Plan presentation in advance allowing adequate time for appropriate research and preparation.
	1.2 Research and select material based on presentation objective, audience characteristics, the nature of the occasion and the style of venue.
	1.3 Organise material in a clear and logical order and structure.
	1.4 Select and create or organise appropriate supporting materials and visual aids using appropriate technology and within required timeframes.
2 Make presentations	2.1 Observe appropriate protocols as appropriate to the audience and the nature of the occasion.
	2.2 Enhance the quality of the presentation through appropriate use of public speaking techniques.
	2.3 Use visual aids and other presentation equipment correctly to enhance presentation.
	2.4 Involve the audience in the presentation and encourage feedback where possible.
	2.5 Assess audience needs and response during the presentation and make adjustments to presentation accordingly.
	2.6 Complete presentation within the nominated timeframe.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Presentations may be internal or external and may include:
- sales presentations
- training delivery

- presentations within meetings
- conference addresses
- staff briefings.

Public speaking techniques must include appropriate use of:
- voice
- eye contact
- body language
- dress
- humour.

Audience characteristics may relate to:
- age
- gender
- seniority or status
- commercial or other relationship
- familiarity with presentation topic.

Presentation equipment may include:
- microphone
- overhead projector
- slide projector
- video monitor
- computer.

Supporting materials and visual aids may include:
- slides
- overheads
- powerpoint presentations
- handouts
- props
- videos.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- methods for planning presentations including structure of presentations
- knowledge and application of public speaking techniques including:
  - use of voice including tone, volume, diction and expression
  - eye contact
  - body language
  - impact of dress
  - use of humour
- features of typical presentation equipment
- methods for creating suitable support materials
- knowledge of subject matter for presentation.

Linkages to Other Units

This unit underpins effective performance in a range of workplace roles. Depending upon the industry sector and workplace combined training and assessment may be appropriate. Examples include:
- THHGCS06B Plan and implement sales activities
- THHGCS07B Co-ordinate marketing activities
- THHGCS08B Establish and conduct business relationships
- all training units
- all leadership units

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to deliver a logical, well-structured presentation that shows effective use of public speaking techniques
- ability to tailor the presentation to specific audience needs, contexts and situations.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of skills through the preparation and delivery of more than one presentation with different topics and different audiences so that skills can be adapted to different contexts
- presentation to and interaction with a group of a size and nature that would be expected for the relevant topic or context
- use of industry-current equipment for presentation.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that presentation skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of presentations made by the candidate
- evaluation of presentation notes and supporting materials prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Preparing a presentation on the outcome of a research project
Communicating Ideas and Information	3	Using a story-telling technique to enhance communication with an audience
Planning and Organising Activities	2	Planning and structuring a 15 minute presentation on a complex topic
Working with Others and in Teams	2	Liaising with co-presenters in preparation for a panel-style presentation
Using Mathematical Ideas and Techniques	-	
Solving Problems	2	Responding to a situation where part of the audience is nearly asleep when you begin your presentation
Using Technology	1	Using a video machine during a presentation

THHGCS05B   Organise in-house functions

Unit Descriptor

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.

Element	Performance Criteria
1 Co-ordinate function bookings	1.1 Answer enquiries for function bookings courteously and correctly.
	1.2 Accurately identify customer needs and preferences.
	1.3 Consider the size and style of facilities and explain these to the customers in order to meet their requirements.
	1.4 Show facilities to customers, if required
2 Establish customer requirements	2.1 Discuss the customer's specific requirements including:
	menus
	style and format of occasion
	layout of room
	technical requirements.
	timing details including access and breakdown.
	2.2 Offer informed and courteous advice to customers to assist them in planning the function.
	2.3 Consult with colleagues and suppliers to discuss customer requirements and to determine how these can be met.
	2.4 Agree on function details with the customer and confirm these in writing including deposit, final payment requirements and other booking conditions.
	2.5 Prepare and issue documents and other materials to the customer in accordance with requirements of the specific function.
	2.6 Keep accurate records of customer requirements, final agreed booked details and amend as necessary.
	2.7 Update the financial status of the customer's records accurately and in accordance with enterprise procedures.

3	**Arrange function details**	3.1	Supply all details of the function to all appropriate colleagues and external suppliers to ensure effective planning of function elements.
		3.2	Identify and organise appropriate staffing requirements.
		3.3	Identify and consider possible effects of special functions and take appropriate action to minimise disruption to other customers.
		3.4	Identify the need for the services of external suppliers and make bookings in writing.
		3.5	Organise special stock requirements in a timely fashion.
		3.6	Prepare function sheets and use the sheet to reconfirm all details of the function with the customer.
		3.7	Distribute the function sheets to all internal staff involved in the operation of the function, in accordance enterprise procedures.
		3.8	Prepare and deliver any required pre-function briefings to ensure that all function staff have full and current details of their requirements and to ensure the smooth running of the function.
		3.9	Issue confirmations in accordance with agreed procedures and within designated timelines.
4	**Monitor and evaluate functions**	4.1	Monitor the set up, and when required, the operation of the function to ensure all agreed customer requirements are met.
		4.2	Obtain feedback from customers and operational staff and use this information for future function organisation.
		4.3	Finalise any post function administrative requirements accurately and promptly.

Range Statement

This unit applies to all tourism and hospitality industry sectors and enterprises where functions are organised. It has particular application to attractions, theme parks, hotels and clubs. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Functions may include:
- breakfasts

- lunches
- dinners
- seminars/conferences
- cocktail parties
- weddings
- product launches
- meetings
- seminars
- workshops
- special touring events.

Documents issued to customers may include:
- invoices
- credit notes
- receipts
- service vouchers
- information packs.

Updating the financial status of the customer's records may include:
- receiving, processing and recording payments
- generating and issuing invoices and credit notes for changed arrangements
- checking that the customer has fully paid.

Customer records may be:
- a computer file
- a manual file.

Suppliers may include:
- internal departments
- external organisations.

Supplies may be for:
- entertainment
- audio visual equipment
- special equipment
- floral arrangements
- food and beverage
- photography services.

Pre function briefings may be delivered:
- verbally
- in writing.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- organisational skills in terms of event planning
- knowledge of typical function requirements including:
    - food and beverage

- ▪ technical
- ▪ function layouts
- ▪ security
- ▪ entertainment
- ▪ decorations
- function co ordination procedures and systems
- use of various order forms, reports, function sheets and briefing papers
- general knowledge of customer requirements for different types of functions.

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment is recommended:
- THTSOP04B Sell tourism products and services
- THTSOP05B Prepare quotations
- THTSOP07B Book and co ordinate supplier services

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to conduct the entire function organisation process and ensure function services meet the agreed requirements of customers
- accuracy in the presentation of function information and the ability to tailor the services of the establishment to meet customer needs
- knowledge of the types and range of function services that may be required.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities conducted over a period of time so that the candidate is able co-ordinate the complete function organisational process within a venue
- demonstration of skills on more than one occasion and to address differing function circumstances and needs to ensure range and consistency
- access to an office environment which includes computers, printers and database programs currently used to organise functions
- use of industry-current function documentation and sales kits
- access to and demonstration of skills within a suitable venue for the operation of a function
- presence of typical workplace time constraints for the completion of tasks.

Assessment Methods

Methods must be chosen to ensure that the skills required to sell, co ordinate and finalise all details for functions can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- review of actual function documentation and reports prepared by the candidate
- evaluation of a function organised by the candidate, including documentation and operational efficiency and cohesiveness
- evaluation of reports prepared by the candidate detailing the way in which a particular function was organised and highlighting key issues and challenges in the function organisation process

- written and oral questioning or interview to test knowledge of function co ordination procedures and materials
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Identifying the customer's specific needs, sourcing supplier information and evaluating the most appropriate fit for the customer
Communicating Ideas and Information	3	Providing information to customers on the conditions specifically applicable to the function sold to them
Planning and Organising Activities	3	Determining and working towards the customer's quotation deadline Prioritising the order of costings to be provided to various customers
Working with Others and in Teams	3	Requesting information from internal and external suppliers Sharing newly released information with colleagues involved in organising functions
Using Mathematical Ideas and Techniques	2	Calculating the costs of all components of the function
Solving Problems	3	Finding alternative suppliers to meet the customer's needs when first offered cost is not suitable
Using Technology	1	Using a calculator Using a computerised system to produce customer documentation

THHGCS06B   Plan and implement sales activities

Unit Descriptor

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.

Element	Performance Criteria
1 Plan sales activities	1.1 Plan and schedule sales activities for both existing and potential customers in accordance with the marketing plan or other enterprise systems.
	1.2 Identify, analyse and incorporate appropriate enterprise, customer and market into the sales planning process.
	1.3 Pro-actively source prospects and create profiles accordingly.
	1.4 Estimate potential revenue based on sound analysis of information and in consultation with appropriate colleagues.
	1.5 Plan activities to maximise opportunities to meet individual and team targets.
	1.6 Establish practical sales call patterns based on analysis of all relevant customer and market information.
2 Prepare for sales calls	2.1 Make sales call appointments in advance where appropriate.
	2.2 Develop sales call strategies and tactics based on market knowledge, current sales focus and consultation with appropriate operational colleagues.
	2.3 Gather specific information and support materials to support individual sales calls.

3   Make sales calls

3.1   Make sales calls according to agreed call patterns.

3.2   Build relationships with customers through the use of effective interpersonal communication styles.

3.3   Develop customer trust and confidence through the demonstration of personal and professional integrity.

3.4   Pro-actively identify and resolve customer issues and problems.

3.5   Use selling techniques to maximise opportunities to meet and exceed sales targets.

3.6   Provide current, accurate and relevant information on product features and benefits in accordance with current enterprise marketing focus.

3.7   Encourage feedback from customers and pro-actively seek market intelligence.

4   Review and report on sales activities

4.1   Review all activities in accordance with agreed evaluation methods and incorporate results into future sales planning.

4.2   Prepare sales reports in accordance with required timelines and enterprise procedures.

4.3   Present market intelligence in a manner that provides clear and concise information to those responsible for sales and marketing planning.

4.4   Share market intelligence with relevant colleagues in a timely fashion.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Sales activities may be face-to-face or on the telephone.

Information to be incorporated into the sales planning process may include:
- sales and marketing reports
- financial statistics
- market trends
- competitive activity.

The establishment of sales call patterns may be impacted by:
- specific sales and revenue targets
- call intensity required
- geographic considerations and restraints

- current enterprise priorities
- need for administration and reporting time.

Sales call strategies and tactics may include or be based on:
- focus on specific products or offers
- individual customer history
- current sales figures for nominated periods
- response to competitive activity.

Information and support materials for sales calls may include:
- brochures
- tariff sheets
- other handouts
- Internet, web pages
- electronic updates
- display materials
- giveaways
- incentive material.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- in-depth product knowledge sufficient to take a pro-active sales role
- industry and market knowledge as appropriate to the sector/enterprise including:
  - industry marketing and sales networks and distribution systems
  - current customer trends and preferences
  - links between sales and other areas of tourism or hospitality operations
- overall structure and content of a marketing plan
- the role of sales within the overall marketing mix
- selling techniques
- knowledge of the legal issues that affect the sales executive role in the Australian tourism industry
- planning and organisational skills in specific relation to the conduct of sales activities.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:
- THTSOP04B Sell tourism products and services
- THHGCS08B Establish and conduct business relationships

This unit also has a very strong to the following units and combined training and assessment may be appropriate depending upon the industry sector and workplace:
- THHGCS07B Coordinate marketing activities
- THHGLE03B Develop and implement operational plans

Critical Aspects of Assessment

Evidence of the following is critical:
- logical and thorough sales planning which takes account of specific industry issues and market factors
- use of effective communication skills during sales calls

- knowledge of the sales context in which the industry, sector or enterprise operates.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities conducted over a period of time and in a tourism or hospitality context so that all aspects of this unit can be assessed
- planning and conduct of sales activities targeting individuals or businesses who have a genuine interest or potential in purchasing the product or service.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that the planning and conduct of sales activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of sales plans and sales results developed and achieved by the candidate
- evaluation of sales reports prepared by the candidate to detail the way in which a sales campaign was planned and implemented and lessons to be learned for future sales activities
- evaluation of sales activities undertaken by the candidate in conjunction with and on behalf of industry operators
- case studies to assess knowledge of how sales activities can be used for specific industry contexts
- oral or written questions to assess underpinning knowledge of sales in the context of the tourism or hospitality industries
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Evaluating sales results from previous years
Communicating Ideas and Information	3	Making a presentation to a small group of travel agents on actions recently taken within your organisation to improve reservation response times
Planning and Organising Activities	3	Creating a statewide sales call pattern for the quarter
Working with Others and in Teams	2	Contributing market intelligence to a meeting of fellow sales representatives

Using Mathematical Ideas and Techniques	1	Calculating travel times during creation of sales call patterns, calculating sales growth percentages
Solving Problems	3	Responding to a situation where a travel agent states they will no longer sell your product due to a bad customer experience with one of your supplier hotels
Using Technology	1	Using a database to record all sales activities and individual customer reports

THHGCS07B   Coordinate marketing activities

Unit Descriptor

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 incorporates 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.

Element	Performance Criteria
1 Plan and organise marketing and promotional activities	1.1 Plan and schedule promotional activities in accordance with the marketing plan or other enterprise systems.
	1.2 Identify, analyse and incorporate relevant market information into short term planning.
	1.3 Assess invitations to participate in activities based on current marketing focus and other relevant information.
	1.4 Develop and implement detailed action plans for promotional activities at the appropriate time to address all operational details.
2 Undertake a general public relations role	2.1 Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the organisation.
	2.2 Use networks to assist in the implementation of promotional activities.
	2.3 Develop public relations resources where appropriate including media releases and industry/media support materials.
3 Review and report on promotional activities	3.1 Review all activities in accordance with agreed evaluation methods and incorporate the results into future planning.
	3.2 Prepare reports in accordance with enterprise policy and required timeframes.
	3.3 Present current market intelligence in a manner, which provides clear and concise information to those responsible for sales and marketing planning.
	3.4 Make informal reports to relevant colleagues to maximise opportunity to meet team targets.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing and promotional activities may include:
- promotional events
- display and signage initiatives
- trade and journalist familiarisations
- limited product development within scope of individual responsibility
- market research
- advertising
- industry and public relations activities
- web-based activities.

Information to be incorporated into the planning process may include:
- marketing reports
- sales reports
- financial statistics
- marketplace trends
- competitive activity.

Issues and information to be considered when assessing whether to participate in various marketing and promotional activities may include:
- consistency with overall marketing direction
- level of exposure to be achieved
- matching of attendees to target markets
- financial resource issues
- human resource requirements
- timing of the activity or event.

Issues to be considered when creating detailed plans for participation in various marketing activities may include:
- objectives and nature of the activity
- budget availability
- public relations implications
- staffing requirements and briefings
- availability of brochures and other promotional materials
- equipment requirements
- contracting of other services (eg. display)
- travel arrangements
- strategies to ensure maximum benefits
- possible co-operative approaches (pro-active or reactive)
- need for external assistance
- fulfilling administrative and procedural requirements
- available technology
- potential E-business opportunities.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:

- in-depth product knowledge sufficient to support typical industry marketing activities
- industry and market knowledge including:
  - industry marketing and sales networks and distribution systems, including E-business options
  - customer trends and preferences
- overall content and structure of a marketing plan
- key marketing principles
- general knowledge of the types of promotional activities commonly used in the tourism and hospitality industry including:
  - trade and consumer shows
  - in-house promotions
  - advertising
  - public relations
  - familiarisations
  - signage and display
- general knowledge of major tourism and hospitality industry marketing and promotional events as relevant to the industry sector
- knowledge of the legal issues that affect marketing activities in the Australian tourism industry
- planning and organisational skills in specific relation to marketing activities.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:
- THHGCS08B Establish and conduct business relationships

There is also a very strong link between this unit and the following units and depending upon the industry sector and workplace, combined training and assessment may also be appropriate:
- THHGCS06B Plan and implement sales activities
- THHGLE03B Develop and implement operational plans

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to coordinate and organise a number of promotional activities within a specific tourism and hospitality context
- logical and thorough activity planning including development of supporting organisational systems
- knowledge of marketing principles and their application to practical workplace contexts
- general knowledge of marketing activities within the specific context of the tourism and hospitality industry.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities conducted over a period of time and in a tourism or hospitality context so that all aspects of this unit can be assessed
- organisation and conduct of marketing activities targeting audiences which have a genuine interest or potential in purchasing the product or service.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that the co-ordination of marketing activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of marketing activities planned and conducted by the candidate
- evaluation of marketing reports prepared by the candidate to detail the way in which an activity was planned and conducted and lessons to be learned for future activities
- evaluation of marketing activities organised and implemented by the candidate in conjunction with or on behalf of industry operators
- case studies to assess application of marketing principles to specific industry situations
- oral or written questions to assess underpinning knowledge of marketing in the context of the tourism or hospitality industries
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Assessing who to invite on familiarisation tour of a destination or resort property
Communicating Ideas and Information	3	Creating a briefing document for colleagues on an in-house promotion you are organising
Planning and Organising Activities	3	Organising participation in the Australian Tourism Exchange (ATE)
Working with Others and in Teams	2	Liaising with co-operative marketing partners
Using Mathematical Ideas and Techniques	1	Calculating cost per attendee for a promotional event
Solving Problems	2	Developing a short term solution to a shortage of brochures when manning a promotional booth at a shopping centre promotion
Using Technology	1	Using Excel to produce effective sales results charts for a presentation

THHGCS08B   Establish and conduct business relationships

Unit Descriptor

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.

Element	Performance Criteria
1 Establish and conduct business relationships	1.1 Establish relationships within the appropriate cultural context in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers.
	1.2 Build trust and respect in business relationships through use of effective communication skills and techniques.
	1.3 Identify and take up opportunities to maintain regular contact with customers and suppliers.
2 Conduct negotiations	2.1 Conduct negotiations in a business-like and professional manner within the relevant cultural context.
	2.2 Conduct negotiations in the context of the current enterprise marketing focus.
	2.3 Maximise benefits for all parties in the negotiation through use of established techniques and in the context of establishing long term relationships.
	2.4 Incorporate feedback and input from colleagues into the negotiation where appropriate.
	2.5 Communicate the results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes.

3	**Make formal business agreements**	3.1	Confirm agreements in writing, using formal contracts where appropriate, and in accordance with enterprise requirements.
		3.2	Check and gain appropriate approvals for all aspects of formal agreements in accordance with enterprise procedures.
		3.3	Identify the need for and seek specialist advice in the development of contracts where appropriate.
4	**Foster and maintain business relationships**	4.1	Pro-actively seek, review and act upon information needed to maintain sound business relationships.
		4.2	Honour agreements within the scope of individual responsibility.
		4.3	Make adjustments to agreements in consultation with the customer/supplier and share information with appropriate colleagues.
		4.4	Nurture relationships through regular contact and use of effective interpersonal and communication styles.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Negotiations and formal agreements refer to quite broad and significant commercial dealings and may include:
- corporate accounts
- service contracts
- agency agreements
- venue contracts
- rate negotiations
- marketing agreements
- preferred product agreements.

Business relationships may be with customers or suppliers.

Opportunities to maintain regular contact with customers or suppliers may include:
- informal social occasions
- industry functions
- association membership
- co-operative promotions
- program of regular telephone contact.

Negotiation techniques may include:
- identification of goals, limits
- clarification of needs of all parties
- identifying points of agreement and points of difference

- preparatory research of facts
- active listening and questioning
- non-verbal communication techniques
- appropriate language
- bargaining
- developing options
- confirming agreements
- appropriate cultural behaviour.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of the business environment in which the tourism and hospitality industry operates including major current marketing and management issues as appropriate to the industry sector
- knowledge of the legal issues that affect negotiations and contracts in the relevant industry sector
- general knowledge of contracts as appropriate to different industry sectors
- negotiation and communication techniques appropriate to negotiations that may be of significant commercial value.

Linkages to Other Units

This unit underpins effective performance in a range of other marketing and management units. Depending upon the industry sector and workplace combined training and assessment may be appropriate. Examples include:
- THHGCS06B Plan and implement sales activities
- THHGCS07B Co-ordinate marketing activities
- all leadership and management units

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to conduct successful business negotiations within a specific tourism and hospitality context
- ability to build and maintain relationships to achieve successful business outcomes
- knowledge and understanding of the current environment in which tourism and/or hospitality businesses operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of the role of contracts within a given industry sector.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities conducted over a period of time so that all aspects of the unit can be assessed
- relationship-building and negotiation activities with a range of individuals with whom the candidate has an actual or potential commercial relationship.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that relationship building and negotiation skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of negotiations and business relationships or agreements conducted or made by the candidate
- evaluation of reports prepared by the candidate detailing how the negotiation aspects of a project were managed
- case studies to assess application of knowledge to specific business situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gathering and analysing information in preparation for a meeting to review a preferred product arrangement
Communicating Ideas and Information	3	Presenting a proposal to win a series of major dinner functions for your venue
Planning and Organising Activities	3	Managing an annual review of all supplier contracts
Working with Others and in Teams	2	Joining and participating in an industry networking group
Using Mathematical Ideas and Techniques	2	Calculating profit margins to inform a contract-negotiation process
Solving Problems	3	Salvaging a process of negotiating a contract renewal, when the customer has been informed of recent negative customer feedback on your product
Using Technology	1	Generating financial performance data from a computerised accounting system

THTSMA01B   Coordinate the production of brochures and marketing materials

Unit Descriptor

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, managers or owners of small businesses generally undertake this role.

Element	Performance Criteria
1 Plan the production of brochures and marketing materials	1.1 Plan production in accordance with enterprise objectives, marketing focus and other issues that impact on the production process. 1.2 Create detailed action plans for the production process including timelines, responsibilities and budget.
2 Produce information for inclusion	2.1 Produce or obtain from the appropriate source accurate and complete information for inclusion. 2.2 Present information in a clear and easily understood format. 2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate	3.1 Provide accurate and complete specifications to quoting organisations within appropriate timeframe. 3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.

4	Develop final copy for brochures and marketing materials	4.1	Develop copy using basic creative writing techniques where appropriate to sell the products presented.
		4.2	Produce copy that provides accurate practical and operational details.
		4.3	Present all costs accurately with notes about conditions which may apply.
		4.4	Present general conditions clearly and accurately according to enterprise policy.
		4.5	Check all copy for accuracy prior to submission to external/internal arthouse or printers.
5	Coordinate the production of brochures and marketing materials	5.1	Liaise with production house or responsible staff member in a manner that permits accurate monitoring of production schedule.
		5.2	Check and correct all production work as required.
		5.3	Re-check and gain approval of appropriate authority only when totally accurate.
		5.4	Approve artwork according to enterprise guidelines prior to commencement of printing.
		5.5	Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Actual production/printing may be conducted either in-house or by an external agency.

Brochures and marketing materials may include:
- product brochures
- destinational guides
- promotional flyers and leaflets
- conference programs/registration forms
- event prospectus
- display materials
- product support manuals
- advertising materials
- direct mail pieces
- invitations.

Factors that must be considered in the planning of brochures are:

- objectives of the material
- market for which material is required
- review of competitive materials
- style and size of material
- time parameters
- budget available
- in-house production capabilities
- distribution considerations - internal and external
- availability of required information
- any legal requirements or restrictions.

Information for inclusion may include:
- supplier information
- photos
- maps
- tariff details
- special offers or incentives
- advertisements
- sponsor messages
- logos.

Accurate and complete specifications must include:
- size
- number of colours
- type of paper
- number of photographs
- layout and style of text
- total number required
- conditions of contract
- production and delivery deadlines.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- market context for the materials being produced, including general awareness of potential for use on websites
- print production processes and terminology including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections, transparencies
- printing and industry conventions in relation to placement of information, page numbering, copyright information
- quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements
- current production technology
- techniques used in brochure-writing
- procedures and requirements for preparation and proofing of copy
- legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

Linkages to Other Units

There is a strong link between this unit and the following units and combined training and assessment may be appropriate:

- THHGCS07B Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to co-ordinate all elements of the brochure development process within a required timeframe
- ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors
- knowledge and understanding of current production processes and terminology.

Context of Assessment and Resource Implications

Assessment must ensure:

- the actual production of brochures and marketing materials to meet a specified market need
- access to technology and materials for the production of brochures and marketing materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that brochure co-ordination and production skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of brochures or other marketing materials produced by the candidate
- oral or written questions to assess knowledge of brochure co-ordination and production processes
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gathering and preparing data from multiple suppliers for a touring brochure
Communicating Ideas and Information	3	Writing copy for a destination brochure aimed at the youth market
Planning and Organising Activities	3	Co-ordinating the print production process
Working with Others and in Teams	2	Negotiating with printers in relation to print costs

Using Mathematical Ideas and Techniques	1	Calculating total costs of production
Solving Problems	2	Dealing with a situation where print production will not be completed until after the date of a major promotional show
Using Technology	1	Using the editing function within 'Word" to edit brochure copy

THTSMA02B   Create a promotional display/stand

Unit Descriptor

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.

Element	Performance Criteria
1 Make preparations for display/stand	1.1 Identify display/stand objectives in consultation with appropriate colleagues.
	1.2 Obtain operational information to assist in display/stand preparation to allow time for adequate planning.
	1.3 Plan display/stand to meet the needs of the target audience.
	1.4 Select and organise adequate display supplies in accordance with the display plan including transportation arrangements.
	1.5 Identify the need for and seek assistance from display specialists where appropriate.
2 Create the display	2.1 Create or dress the display/stand making creative use of available materials and supplies.
	2.2 Use established display techniques to maximise the visual appeal of the display and to reflect the nature of the product or service being sold.
	2.3 Use display equipment correctly and safely.
	2.4 Check display/stand to ensure safety of colleagues and customers.

Range Statement.

This unit applies all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Promotional displays/stands are set up and operated in a range of contexts including:
- trade/consumer show
- stand at meeting or conference event
- in-house promotion
- window display
- shopping centre promotion.

Display techniques must include techniques for use of:

- fabric
- flags
- signs
- printed materials
- 3 dimensional materials
- freestanding display options
- product samples
- local produce
- cultural artefacts.

Display supplies may include:

- furniture
- collateral materials
- scissors
- adhesives
- velcro
- pins
- string
- audio-visual systems, videos, sound systems
- floral arrangements, potted plans
- balloons and other decorations
- mobiles
- computers.

Information to assist in the planning of the display/stand may include:

- size of display area (eg. booth, stage etc)
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- OH&S requirements
- budget allocation
- need for utilities (eg. electricity, water, waste management)
- security.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:

- typical tourism industry contexts in which displays are used (trade and consumer shows, shopping centre promotions, information centre displays, window displays, promotional functions)
- range of materials and equipment which can be used for display in different locations and settings (stage, exhibition booth, permanent display, window)
- techniques for creating displays with typically available materials including techniques for maximising the effectiveness of commonly-used collateral in displays, including brochures and posters.

Linkages to Other Units

There is a strong link between this unit and the following units:

- THHGCS07A Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to create a display or dress a promotional stand to meet specific objectives using accepted display techniques.

Context of Assessment and Resource Implications

Assessment must ensure:
- creation of a display/promotional stand for use in a tourism/hospitality context
- use of display materials commonly employed by tourism and hospitality enterprises.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that display skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of the creativity and visual appeal of a display created by the candidate
- case studies to assess application of different display techniques to typical industry promotional situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Evaluating the key messages to be communicated in a display and matching these to visual display options
Communicating Ideas and Information	2	Briefing a display professional on requirements for a given display
Planning and Organising Activities	2	Co-ordinating display materials from multiple suppliers
Working with Others and in Teams	1	Requesting ideas from colleagues for new displays
Using Mathematical Ideas and Techniques	1	Calculating measurements of a display area to facilitate planning
Solving Problems	2	Creating a booth display for a promotion when your materials don't arrive and you have only a single box of A4 colour brochures
Using Technology	1	Using display equipment

Hygiene, Health, Safety and Security

CONTENTS

THHGHS01B   Follow workplace hygiene procedures

Unit Descriptor

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 staff working in kitchens, housekeeping, food and beverage and tour operations involving the preparation of food.

Element		Performance Criteria	
1	**Follow hygiene procedures**	1.1	Follow workplace hygiene procedures in accordance with enterprise standards and legal requirements.
		1.2	Handle and store all items according to enterprise requirements and legal obligations.
2	**Identify and prevent hygiene risks**	2.1	Identify potential hygiene risks promptly.
		2.2	Take action to minimise or remove the risk within the scope of individual responsibility and in accordance with enterprise and legal requirements.
		2.3	Report hygiene risks beyond the control of individual staff members immediately to the appropriate person for follow up.

Range Statement

This unit applies to all hospitality, tourism and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Hygiene procedures may be related to:
- kitchen operations and cookery
- housekeeping
- laundry
- food and beverage service.

Hygiene procedures may include:
- safe and hygienic handling of food and beverage
- regular hand washing
- correct food storage
- appropriate and clean clothing

- avoidance of cross-contamination
- safe handling disposal of linen and laundry
- appropriate handling and disposal of garbage
- cleaning and sanitising procedures
- personal hygiene.

Potential hygiene risks may include:
- bacterial and other contamination arising from poor handling of food
- inappropriate storage of foods, including:
    - storage at incorrect temperatures
    - foods left uncovered
- poor personal hygiene practices
- poor work practices, relating to:
    - cleaning
    - housekeeping
    - food handling
- vermin
- airborne dust
- cross-contamination through cleaning inappropriate cleaning practices
- inappropriate handling of potentially infectious linen
- contaminated wastes such as blood and body secretions
- disposal of garbage and contaminated or potentially contaminated wastes.

Minimising or removing risks may include:
- auditing staff skills and providing training
- ensuring policies and procedures are followed strictly
- audits of incidents, with follow-up actions.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of factors which contribute to workplace hygiene problems
- general hazards in the handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection
- sources of and reasons for food poisoning
- overview of relevant State/Territory legislation in relation to food handling, personal and general hygiene
- typical hygiene control procedures in the hospitality/tourism industries.

Linkages to Other Units

This unit underpins effective performance in housekeeping, kitchen, food and beverage and some tour operations areas. It is recommended that it be delivered and assessed in conjunction with units from those areas. In the kitchen area, additional units on food safety and hygiene are required.

There is a strong linkage to the following unit and combined training and assessment is recommended:
• THHBCC11B Implement food safety procedures

Critical Aspects of Assessment

Evidence of the following is critical:
• understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
• ability to identify, explain and follow established enterprise procedures and legislative requirements.

Context of Assessment and Resource Implications

Assessment must ensure:
• project or work activities that allow the candidate to demonstrate application of hygiene principles and procedures within a hospitality or tourism context
• use of real products, materials and equipment.

For generic pre-employment training and assessment, arrange of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Methods should be chosen to ensure that knowledge of workplace hygiene requirements, precautions and appropriate procedures, can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
• direct observation of the candidate carrying out work tasks that involve following hygiene procedures
• oral and written questions about hygiene principles and practices and legislation
• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Following policies and procedures related to hygiene practices. Seeking out and reviewing information related to hygiene practices.
Communicating Ideas and Information	1	Receiving, following and giving instructions to others about hygiene.
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities.
Working with Others and in Teams	1	Observing hygiene requirements and ensuring that colleagues comply Clarifying personal and group responsibilities for hygienic practices.
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Identifying hygiene-related problems and working out solutions in consultation with others.
Using Technology	-	-

THHGHS02B   Clean premises and equipment

Unit Descriptor

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.

Element		Performance Criteria	
1	**Select and set up equipment and materials**	1.1	Select equipment according to type of cleaning to be undertaken.
		1.2	Check that all equipment is clean and in safe working condition prior to use.
		1.3	Select and prepare suitable dry and wet cleaning agents and chemicals in accordance with manufacturer's and relevant OH&S requirements.
		1.4	Select and use protective clothing where necessary.
2	**Clean dry and wet areas**	2.1	Take account of potential customer inconvenience in scheduling and performing cleaning tasks.
		2.2	Prepare wet and dry areas to be cleaned and identify any hazards.
		2.3	Barricade the work area or place warning signs, as appropriate, to reduce risk to colleagues and customers.
		2.4	Select and apply correct cleaning agents or chemicals for specific areas, in accordance with manufacturer's recommendations, safety procedures and enterprise policies and procedures.
		2.5	Use equipment correctly and safely.
		2.6	Dispose of garbage and used chemicals in accordance with hygiene, safety and environmental legislation requirements.

3	**Maintain and store cleaning equipment and chemicals**	3.1	Clean equipment after use in accordance with enterprise requirements and manufacturer's instructions.
		3.2	Carry out or arrange routine maintenance in accordance with enterprise procedures.
		3.3	Identify faults and report them in accordance with enterprise procedures.
		3.4	Store equipment in the designated area and in a condition ready for re-use.
		3.5	Store chemicals in accordance with health and safety requirements.

Range Statement

This unit applies to all hospitality, tourism and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Dry and wet areas may include:
- bathrooms
- bedrooms
- kitchens
- balconies
- private lounge areas
- public areas (both internal and external)
- function rooms
- storage areas.

Equipment may include:
- electrically operated equipment such as scrubbers, polishers, vacuum cleaners
- mops, brushes and brooms
- buckets
- dusters
- pans
- garbage receptacles.

Chemicals may include:
- general and spot cleaning agents
- cleaning agents for specialised surfaces including window and glass cleaners
- disinfectants
- pesticides
- deodorisers
- furniture and floor polishes.

Manufacturer and other recommendations may include:
- cleaning and maintenance guidelines
- dosage and dilution of chemicals
- safety requirements.

OH&S and environmental requirements may include:
- enterprise policies and procedures related to cleaning operations and disposal of used chemicals
- legislation related to general workplace safety, hazardous substances, and manual handling and storage requirements
- enterprise security procedures.

Protective clothing may include:
- overalls
- jackets
- aprons
- goggles and masks
- gloves
- waterproof clothing and footwear
- headwear
- breathing apparatus.

Hazards may include:
- spillages
- breakages
- wet or slippery surfaces
- broken or damaged furniture
- fumes
- blood
- needles and syringes
- used condoms
- sharp objects including knives, skewers
- human waste
- surgical dressings
- broken glass
- fat and oil
- heated utensils and surfaces
- sharp food scraps including bones and crustacean shells.

Equipment cleaning and maintenance may include:
- wiping down and cleaning
- washing and rinsing
- sanitising
- drying out

- dismantling and re-assembling
- emptying
- routine maintenance in accordance with planned, preventative maintenance programs.

Equipment faults may include:
- breakdowns
- damage to parts, surfaces, electrical cords and connections.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- specific requirements of State/Territory OH&S legislation which relate to cleaning operations
- environmental legislation that impacts on cleaning operations
- safe handling of common cleaning equipment used in tourism/hospitality establishments
- safe handling of common cleaning chemicals used in tourism/hospitality establishments
- safe handling and treatment of common hazards encountered in areas to be cleaned including all those listed in the range statement.

Linkages to Other Units

This unit must be assessed with or after the following unit. This unit describes skills and knowledge essential to this unit of competence.
- THHGHS01B Follow workplace hygiene procedures

This unit may also have linkages to the following units, depending on work context, and combined delivery and assessment may be appropriate in such instances:
- THHBH03B Prepare rooms for guests
- THHBKA04B Clean and maintain kitchen premises

Critical Aspects of Assessment

Evidence of the following is critical:
- understanding of the importance of cleaning services to the overall quality of service provided by the enterprise
- ability to safely and efficiently select and use relevant equipment and cleaning agents in accordance with acceptable enterprise cleaning routines and timeframes.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of skills within both dry and wet areas that need cleaning
- project or work activities that allow the candidate to complete a range of cleaning tasks within industry-required timeframes

- use of equipment and cleaning agents that reflect current industry practice.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that cleaning of premises and equipment can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of cleaning and maintenance activities
- oral or written questioning to assess knowledge of cleaning and maintenance procedures, materials equipment and legislation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Responding to instructions and requests for cleaning and maintenance Seeking out and reviewing information related to work activities.
Communicating Ideas and Information	1	Receiving, following and giving instructions to others Communicating with colleagues and customers.
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities according to standard schedules and timeframes Making arrangements with specific customers, colleagues and departments or sections.

Working with Others and in Teams	1	Working co-operatively with colleagues in completing cleaning and maintenance activities Clarifying personal responsibilities Exploring reasons for communication breakdown and working out solutions in consultation with others.
Using Mathematical Ideas and Techniques	1	Calculating quantities of chemicals required and dilution rates.
Solving Problems	1	Dealing with hazards Assessing routine and non-routine cleaning and equipment maintenance.
Using Technology	1	Using cleaning equipment requiring adjustment and modulation.

THHGHS03B   Provide first aid

Unit Descriptor

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.

Element	Performance Criteria
1 Assess the situation	1.1 Identify physical hazards and risks to personal and others' health and safety.
	1.2 Minimise immediate risks to self and casualty's health and safety by controlling hazards in accordance with OH&S requirements.
	1.3 Assess the situation and decide on actions required, promptly.
	1.4 Seek assistance from appropriate others, as required and at the appropriate time.
2 Apply basic first aid techniques	2.1 Assess the casualty's physical condition and visible vital signs.
	2.2 Provide first aid to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures.
	2.3 Use available first aid equipment as appropriate.
3 Monitor the situation	3.1 Identify and notify back-up services appropriate to the situation.
	3.2 Convey information about the patient's condition accurately and clearly to emergency services personnel or health professionals.

4	**Prepare required documentation**	4.1	Document emergency situations according to enterprise procedures.
		4.2	Provide reports which are clear, accurate and within required time frames.

Range Statement

This unit applies to all tourism, hospitality and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:
- checking and maintaining the casualty's airway, breathing and circulation
- checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:
- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:
- worksite equipment, machinery and substances
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:
- location and nature of the work environment
- environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical/health professional assistance

- the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates
- unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:
- breathing
- circulation
- consciousness.

Injuries may include:
- abdominal trauma
- allergic reactions
- bleeding
- chemical contamination
- choking
- cold injuries
- cardio-vascular failure
- dislocations and fractures
- drowning
- poisoning and toxic substances
- medical conditions including epilepsy, diabetes, asthma
- eye injuries
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- puncture wounds and cuts
- crush injuries
- shock
- smoke inhalation
- sprains and strains
- substance abuse
- unconsciousness
- infections
- inhalation of toxic fumes and airborne dusts
- bone and joint injuries
- eye injuries
- burns and scalds, thermal, chemical, friction and electrical
- bites or stings.

Injuries may involve:
- unconsciousness
- confusion
- tremors
- rigidity

- numbness
- inability to move body parts
- pain
- delirium
- external bleeding
- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include:
- emergency services personnel
- health professionals
- colleagues
- customers
- passers by.

Assistance may include, as appropriate to emergency situations:
- maintaining site safety and minimising the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals
- removing debris.

First aid and emergency equipment may include:
- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- thermal blankets
- pocket face masks
- rubber gloves
- dressings
- flags and flares
- fire extinguishers
- communication equipment such as mobile phones, satellite phone, radio.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:

- basic anatomy and physiology
- resuscitation
- bleeding control
- care of the unconscious
- airway management
- basic infection control principles and procedures
- legal requirements
- duty of care
- State and Territory regulatory requirements relating to currency of skill and knowledge
- reporting requirements.

Linkages to Other Units

This unit underpins effective performance in the following unit:
- THHGHS11A Manage casualty in a remote and/or isolated area

Critical Aspects of Assessment

Look for:
- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
  - checking and maintaining the casualty's airway, breathing and circulation
  - checking the site for danger to self, casualty and others and minimising the danger.

Context of Assessment and Resource Implications

Assessment must ensure:
- use of real first aid equipment
- use of dummies.

Assessment Methods

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Responding to emergency situations requiring first aid interventions Deciding on actions and interventions within safe parameters
Communicating Ideas and Information	2	Receiving, following and giving instructions to others Communicating with emergency services personnel and health professionals
Planning and Organising Activities	2	Planning, organising and prioritising first aid activities
Working with Others and in Teams	2	Working co-operatively with emergency services personnel and health professionals Clarifying what is required in specific situations
Using Mathematical Ideas and Techniques	1	Calculating dilution rates for antiseptics.
Solving Problems	2	Dealing with immediate hazards Assessing injuries
Using Technology	1	Taking temperature

THHGHS11A   Manage casualty in a remote and/or isolated area

Unit Descriptor

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.

Element	Performance Criteria	
1	**Prepare to handle emergency situations in a remote area**	1.1	Undertake preparation for isolated travel or work taking into consideration identified requirements and contingencies.
		1.2	Select appropriate communication equipment to ensure response in the proposed area of travel or work.
		1.3	Obtain relevant first aid supplies to cover the identified contingencies for the area of travel or work.
2	**Organise first aid and emergency equipment and supplies**	2.1	Select and assemble first aid equipment and supplies prior to tour departure in accordance with the needs of specific tours.
		2.2	Check all equipment and supplies for correct quantity and appropriate quality against documented requirements.
		2.3	Conduct safety checks to ensure all safety and emergency equipment are operational.
		2.4	Identify shortfalls and problems promptly, report these and follow up to ensure rectification.

3	**Assess the situation**	3.1	Recognise and react promptly to emergency situations.

3.2 Assess situations and take a prompt decision to take action required, depending upon:
- seriousness of the patient's condition and need for specialist assistance
- proximity to sources of assistance
- need for evacuation.

3.3 Identify and minimise physical hazards according to OH&S requirements and workplace procedures and the physical environment.

3.4 Assess risks to those providing first aid and others and determine appropriate responses to ensure prompt control of the situation.

3.5 Ascertain the need for emergency services/medical assistance and prioritise where required.

3.6 mploy resources to appropriate locations as required in accordance with workplace procedures and the limitations of the physical environment.

4	**Manage the situation and monitor the casualty**	4.1	Determine and apply appropriate first aid management.
		4.2	Apply any required first aid in accordance with enterprise policy on provision of first aid and recognised first aid procedures.
		4.3	Improvise first aid equipment as required
		4.4	Monitor the casualty's condition and respond to it in accordance with effective first aid principles
		4.5	Establish communication links to medical services to ensure prompt control action is undertaken
		4.6	Undertake administration of medication under medical instruction
		4.7	Determine whether to transport the casualty to medical assistance or wait by evaluating environmental factors and the casualty's condition
		4.8	Provide reassurance and support to the casualty while waiting for medical assistance, adopting a communication style to match the casualty's level of consciousness.
		4.9	Ensure and determine the casualty's comfort by establishing and explaining the nature of the illness/injury and the management procedures
		4.10	Find appropriate shelter from the elements according to prevailing conditions
		4.11	Monitor and document the condition of the casualty over time to assist with ongoing management.
		4.12	Provide assistance in the evacuation of the casualty by emergency services as required.

5	**Co-ordinate first aid activities until the arrival of medical assistance**	5.1	Establish communication links with appropriate emergency and medical assistance services.
		5.2	Co-ordinate evacuation of casualty as required with relevant personnel.
		5.3	Arrange for support services for personnel involved in the incident where required.
		5.4	Communicate an action plan and other relevant first aid information effectively to appropriate colleagues/customers and implement without delay.
6	**Evaluate the incident and prepare an incident report**	6.1	Make documented detailed incident reports in accordance with enterprise procedures and insurance requirements.
		6.2	Provide reports which are clear, accurate and within required time frames.
		6.3	Evaluate management of the incident and where required, develop a plan for any further action in consultation with relevant parties.
		6.4	Participate in any debriefing by self and/or others in order to improve future operations and address the individual's needs.
		6.5	Review contingency planning for future remote travel or work and make improvements where required.

Range Statement

This unit applies to all hospitality, tourism and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

The person managing the casualty may also be the person providing first aid depending on the situation.

First Aid management will need to account for:
- workplace policies and procedures
- industry specific regulations, codes etc
- OH&S requirements

- State/Territory workplace health and safety requirements
- physical location in which first aid management is conducted.

Physical hazards may include:
- workplace hazards
- environmental hazards
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:
- worksite equipment, machinery and substances
- environmental risks
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers or bystanders
- time to transport casualty and/or equipment required for management of casualty's condition.

Casualty's condition is managed for:
- abdominal injuries
- allergic reactions
- bleeding
- burns – thermal, chemical, friction, electrical
- cardiac conditions
- chemical contamination
- cold injuries
- crush injuries
- dislocations
- drownings
- envenomation – snake, spider, insect and marine bites
- environmental conditions such as hypothermia, dehydration, heat stroke
- epilepsy, diabetes, asthma and other medical conditions
- Expired Air Resuscitation (EAR)
- eye injuries
- fractures
- head injuries
- illicit drugs
- insect/marine bites
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- poisoning and toxic substances
- respiratory management of asthma and/choking
- shock
- smoke inhalation
- soft tissue injuries including sprains, strains, dislocations

- substance abuse
- unconsciousness including not breathing and no pulse.

First aid management may include:
- administration of analgesic gases
- Cardiopulmonary Resuscitation (CPR)
- Infection control
- semi-automatic external defibrillator (SAED).

First aid will need to account for:
- location and nature of work, for example, climbing or bush walking
- the environmental conditions, for example, weather, motor vehicle accidents, proximity of snakes, insects and other creatures
- physical location in which first aid management is undertaken
- proximity of emergency services personnel
- number of casualties and potential casualties
- use and availability of first aid equipment, resources and pharmaceuticals
- confined spaces, for example in caves or crevices.

Medications may include:
- oxygen
- pain relief – paracetamol in accordance with State/Territory legislation, analgesics
- bronco-dilated drugs, in accordance with State/Territory legislation – casualty with asthma usually has own medication, or found in first aid kit
- severe allergic reactions – adrenaline - subject to casualty's own regime
- heart attack - aspirin

Resources and equipment are used appropriate to the risk to be met and may include;
- blood pressure cuff
- oxygen resuscitation/cylinders
- defibrillation units
- pressure bandages
- thermometers
- injections (for diabetes sufferers where the injured person is not capable of self-administering insulin and permission has been given by the injured person to the First Aider to administer the insulin injection)
- improvised equipment
- back boards
- stretchers
- soft bag resuscitator
- first aid kit
- eyewash
- thermal blankets
- pocket face masks
- rubber gloves
- dressing

- spacer device
- cervical collars.

Communication systems may include:
- mobile phones
- satellite phones
- HF/VHF radio
- flags
- flares
- two way radio
- email
- electronic equipment
- hand signals.

Preparation for isolated/remote travel or work may include:
- selection of relevant communication equipment
- relevant first aid supplies and resources to cater for environmental conditions.

In remote/isolated areas consideration to travel or wait would depend upon:
- severity of condition
- time required for medical assistance to arrive
- whether movement might hinder rescue procedures.

Documentation, especially in remote/isolated areas may cover:
- time
- fluid intake/output
- blood
- vomit
- faeces
- urine
- administration of medication including time, date, person administering.

Established first aid principles include:
- checking the site for danger to self, casualty and others and minimising the danger\
- checking and maintaining the casualty's airway, breathing and circulation.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- OH&S legislation and requirements
- legal responsibilities and duty of care
- State/Territory regulatory requirements relating to currency of skills and knowledge.
- basic anatomy and physiology – skeleton, muscles, joints, bones
- respiratory/circulatory system
- enterprise policies and procedures

- debriefing and counselling procedures
- capabilities of emergency management services
- dealing with confidentiality
- knowledge of first aiders' skills and limitations
- resuscitation skills
- skills in use of a semi-automatic defibrillator
- skills for delivery of oxygen and airway management
- bleeding control
- care of unconscious
- demonstration of first aid procedures
- adequate infection control procedures
- safe manual handling
- consideration of the welfare of the casualty
- initial casualty assessment
- report preparation
- communication skills
- incident management skills
- ability to interpret and use listed documents.

Linkages to Other Units

This unit must be assessed after the following unit, or another equivalent unit based on the National Guideline Standards for First Aid Competency A, which contains skills and knowledge essential to achievement of this unit:

- THHGHS03B Provide first aid

This unit has linkages to other units based on National Guideline First Aid Competency standards and combined training/assessment may be appropriate.

This unit also has linkages to other units dealing with OH&S, risk management and emergency procedures and combined assessment/training may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to assess situations requiring first aid and to decide on a plan of action
- ability to apply a range of emergency management techniques for all situations described in the Range Statement in accordance with accepted first aid techniques and principles and enterprise policies and procedures on administration of first aid.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration in workplace conditions, or where not possible for reasons of safety, access to equipment and resources and space, under simulations that represent workplace conditions as closely as possible.
- demonstration over the required range of workplace situations until renewal of competence/licence is required by the organisation/industry.

Assessment Methods

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- observation of candidate demonstrating use of commonly-used equipment and first aid supplies
- review of case studies and contingency plans demonstrating ability to manage a variety of common emergency situations
- review of action plans and explanations about management of a variety of common emergency situations prepared by the candidate
- questions to test knowledge of emergency situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Responding to emergency situations requiring first aid interventions Deciding on actions and interventions within safe parameters.
Communicating Ideas and Information	2	Receiving, following and giving instructions to others Communicating with emergency services personnel and health professionals.
Planning and Organising Activities	2	Planning, organising and prioritising first aid activities.
Working with Others and in Teams	2	Working co-operatively with emergency services personnel and health professionals Clarifying what is required in specific situations
Using Mathematical Ideas and Techniques	1	Calculating dilution rates for antiseptics.
Solving Problems	2	Dealing with immediate hazards Assessing injuries.
Using Technology	1	Using defibrillation units.

THCGHS04B   Handle hazardous materials safely

Unit Descriptor

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.

Element	Performance Criteria
1 Handle and use hazardous, dangerous and inflammable materials safely	1.1 Identify and interpret standard hazard signage and documentation.
	1.2 Identify hazardous, dangerous and inflammable materials used within the enterprise.
	1.3 Handle and use hazardous, dangerous and inflammable materials correctly according to Material Safety Data sheets, legislative requirements and enterprise procedures.
	1.4 Use personal protective clothing and equipment where appropriate.
	1.5 Follow required emergency procedures related to hazardous, dangerous and inflammable materials.
2 Store hazardous, dangerous and inflammable materials safely	2.1 Store materials safely and correctly in appropriate containers, according to legislative requirements and enterprise procedures.
	2.2 Clearly label materials in accordance with regulatory and enterprise requirements
	2.3 Return materials being used to the correct storage place to minimise danger.
	2.4 Complete any required documentation about use and storage of hazardous, dangerous and inflammable materials.

3	**Reduce risk of poisoning**	3.1	Read labels on containers carefully and follow instructions for use.
		3.2	Identify poisonous substances and their particular characteristics and dangers.
		3.3	Store poisonous substances appropriately, out of reach of children, pets and others.
		3.4	Identify and follow procedures for handling poisoning or any suspected poisoning.
4	**Reduce the risk of fire from inflammable materials**	4.1	Identify inflammable materials used in the enterprise.
		4.2	Store inflammable materials in accordance with regulations and use them away from sources of heat and ignition.
		4.3	Carry out high-risk activities involving inflammable materials, correctly and safely.
5	**Use fire extinguishers and other fire equipment**	5.1	Note location of fire extinguishers and other fire equipment within the workplace.
		5.2	Identify and operate extinguishers and other equipment for different fire situations correctly.
		5.3	Use appropriate methods of fire extinguishment for different fire situations.
		5.4	Follow enterprise procedures for dealing with fire.
6	**Handle LPG safely**	6.1	Handle and use LPG in accordance with regulatory requirements, standards and enterprise procedures.
		6.2	Use and maintain approved decanting equipment.
		6.3	Decant LPG in a safe manner according to legislative requirements, enterprise procedures and Material Data Safety Sheets for LPG.

Range Statement

This unit applies to all hospitality, tourism and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Hazardous, dangerous, inflammable and poisonous materials may include:
- chemicals, including pool chemicals, weed killers, insecticides, laundry products
- oils
- fuels, including petrol, kerosene, propane gas, LPG
- solvents and thinners including turpentine, methylated spirits
- cleaning materials and chemicals
- paints and varnishes
- drugs and other medications.

Safety procedures may include:
- the use of gloves, safety glasses, nose filters, breathing apparatus and other protective clothing
- the use approved equipment and containers
- decanting techniques
- correct labelling
- checking the condition of cylinders
- ensuring that people handling LPG are legally able to do so
- emergency management processes
- duty of care requirements
- use of emergency equipment.

Hazards may arise from materials which are:
- volatile and give off fumes able to be ignited or inhaled
- corrosive
- acidic
- airborne dust
- old and beyond use-by dates.

High risk activities may include:
- decanting and using hazardous and inflammable/volatile materials
- lighting and use of barbecues and outdoor cooking facilities and camp fires
- spraying or distributing insecticides, weed killers and pool chemicals
- smoking while handling hazardous materials
- welding near inflammable materials
- handling dangerous materials without protective clothing and/or equipment.

Emergency control equipment and facilities may include:
- fire extinguishers
- taps
- hose reels

- alarm systems
- first aid kits
- spill control kits
- breathing masks
- emergency lighting or torches
- emergency shut down switches and controls.

Standard signage and documentation may include:
- HAZCHEM and HAZMAT signs
- Fire hazard signage
- Danger signage
- Material Safety Data sheets
- Poisons.

The LP gas system includes:
- cylinder (one or two)
- regulator
- piping
- appliances and fixings
- air supply
- ventilation.

Relevant standards may include:
- International Standards Organisation
- internal enterprise risk management strategies
- AS 5601-2000 (AG 601)
- gas installations and AS/NZ 1596 – Storage and handling of LPG
- enterprise operations and procedures.

Legislative requirements may include:
- National and State/Territory licensing and regulatory requirements and standards
- local by-laws and council regulations
- OH&S regulations.

Regulatory authorities may be State/Territory or local and include those related to plumbing, gas, hazardous and fire.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- requirements of legislative and regulatory bodies related to hazardous materials
- standards for handling LPG
- states of matter (solid, liquid, gas) and particular risks associated with each
- types of hazardous, dangerous and poisonous materials typically used and key dangers associated with each

- appropriate storage and handling requirements and conditions for hazardous materials
- characteristics of volatile materials including:
  - petroleum products
  - combustibility
  - vapour density
- typical fire situations and appropriate fire equipment for each
- safety procedures for handling hazardous, dangerous, inflammable and poisonous materials, including use of protective clothing and equipment and Material Safety Datasheets
- signage and documentation required for dangerous materials

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment may be appropriate:
- THHCOR03B Follow health, safety and security procedures
- THCGHS08B Respond to emergencies
- THCGTM06B Use, transport and store chemicals and biological agents

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to identify, explain and follow established enterprise procedures and legislative/regulatory requirements related to handling and storage of typical hazardous materials used within the enterprise
- ability to identify hazardous materials and situations in the workplace.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate correct handling and storage of hazardous materials within a hospitality, tourism or caravan industry context
- handling of dangerous materials on multiple occasions to demonstrate the full range of situations and contexts applicable to the particular workplace and job roles.

Assessment Methods

Methods should be chosen to ensure that knowledge of typical hazardous materials and appropriate handling and storage precautions and procedures, can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- direct observation of the candidate identifying, handling and storing hazardous materials
- oral and written questions about typical hazardous materials, handling and storage and dealing with emergency situations related to hazardous materials
- observation of the candidate demonstrating use of fire extinguishers

- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Assembling and reading legislative and regulatory requirements and information related to a specific hazardous material Reading Material Safety Data sheets
Communicating Ideas and Information	1	Explaining storage requirements for hazardous materials to a colleague Demonstrating use of types of fire extinguisher
Planning and Organising Activities	1	Arranging current Material Safety Data sheets with chemical suppliers
Working with Others and in Teams	1	Implementing an emergency response plan related to hazardous materials
Using Mathematical Ideas and Techniques	1	Calculating ratios of chemicals for dilution to the required strength for use
Solving Problems	1	Re-organising a storage area for hazardous materials to allow easy and safe access
Using Technology	1	Accessing online information about hazardous materials Checking the website of a supplier of chemicals.

THCGHS06B   Meet OH&S requirements associated with electrical work

Unit Descriptor

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.

Element	Performance Criteria
1 Prepare to work safely with electricity	1.1 Identify and comply with OH&S and regulatory requirements and procedures related to electrical work.
	1.2 Identify employer and employee responsibilities related to the safe use of electricity.
	1.3 Identify procedures for dealing with an electrical emergency.
	1.4 Identify correct extinguishers for electrical fires, their locations and procedures for operation.
	1.5 Identify procedures for dealing with electrical shock.
	1.6 Participate in training and fire and evacuation drills.
2 Recognise electrical hazards in the workplace and	2.1 Recognise electrical hazards in the workplace and where possible, eliminate or minimise them.
	2.2 Identify any concerns and report them to an appropriate or designated person.
	2.3 Where electrical hazards cannot be eliminated in the workplace, post appropriate warning signs.

3	**Work safely with electricity**	3.1	Follow procedures for working safely with electricity.
		3.2	Use safe work practices, taking into consideration own actions, work settings, potential hazards and practices of colleagues.
		3.3	Check extension cords and electrical equipment before use, turning off power supply and disconnecting cords prior any inspection.
		3.4	Report damaged, faulty or malfunctioning cords and equipment to appropriate or designated person.

Range Statement

This unit applies to hospitality, tourism and caravan sectors where work activities include the use of electricity and electrical equipment. Where electrical work is carried out under a full or restricted licence, relevant units of competence should be selected from the Utilities Training Package. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Electrical work may include:
- use of electricity for services, tools and equipment including operation of electrical outlets
- use of electrical equipment for work activities
- presence of electrical cabling and cords in the work environment.

OH&S and regulatory requirements and procedures include:
- general legislative and regulatory
- enterprise procedures.

OH&S requirements, rules and regulations include those related to:
- use and maintenance of tools and electrical equipment
- use of suitable/required protective clothing and equipment
- keeping work areas free of hazards
- tagging and signage
- alcohol and drug use in the workplace
- safe manual handling and lifting
- use of portable and step ladders
- fire evacuation
- first aid.

First aid is not required to be assessed as part of this unit, however, knowledge of enterprise procedures for dealing with a situation needing first aid is essential.

Emergency situations may include:
- electrical fires
- malfunctions in electrical equipment
- electrical shock or burns.

Electrical hazards may be related to:
- electrical equipment
- electrical cords and extension leads
- electrical plugs and power outlets
- circuit boards
- work environment.

Potential electrical hazards may include:
- faulty equipment
- water in close proximity to power outlets and electrical equipment
- exposed or damaged electrical cords
- exposure to electrical radiation
- digging in the vicinity of underground cables
- drilling into structures carrying electrical cables
- activities involving risk of contact with overhead power lines, including use of ladders.

In the event of emergencies, precautions may include:
- designating and communicating policies and procedures
- identifying nearest exits for all work areas
- identifying key personnel.

Responses may include:
- providing first aid
- evacuation.

Designated, appropriate persons may include:
- supervisors and departmental heads
- managers
- OH&S officers/personnel
- work safety officers
- electrical trade person.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- State/Territory legislative requirements and codes of practice including those of Worksafe Australia and Australian Standards

- Procedures, rules and regulations which ensure a safe working environment for employees with restricted electrical licences including employer and employee rights and responsibilities
- Safe work practices and requirements related to:
    - use and maintenance of tools and electrical equipment
    - use of suitable/required protective clothing and equipment
    - keeping work areas free of hazards
    - tagging and signage
    - alcohol and drug use in the workplace
    - safe manual handling and lifting
    - use of portable and step ladders
    - fire evacuation
    - first aid and resuscitation
- care and use of electrical tools and equipment and procedures for checking them
- recognition and use of appropriate extinguishers for electrical fires
- fire drills and evacuation procedures
- workplace hazards related to use of electricity and electrical work, and appropriate responses
- enterprise first aid procedures.

Linkages to Other Units

There is a linkage to the following units and combined training and assessment is recommended:
- THHCGHS08A Respond to emergencies
- THHGLE02B Implement workplace health, safety and security procedures
- THHGHS03B Provide first aid.

Critical Aspects of Assessment

Evidence of the following is critical:
- compliance with OH&S enterprise procedures and legislative requirements related to electrical work
- ability to identify and address potential electrical hazards in the workplace
- knowledge of procedures for responding to an emergency.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate application of safe work practices related to a variety of work using electricity and electrical equipment normally undertaken as part of the candidate's work responsibilities
- use of appropriate materials and electrical equipment.

Assessment Methods

Methods should be chosen to ensure that the safe undertaking of electrical work can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out work tasks involving electricity
- case studies to demonstrate knowledge of dealing with electrical emergencies
- projects to identify and address hazards in the workplace
- oral and written questions about regulatory requirements, potential hazards and consequences, responses to emergencies
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reading and interpreting enterprise and regulatory requirements and procedures related to electrical work
Communicating Ideas and Information	1	Discussing safe practices for a job with others
Planning and Organising Activities	1	Collecting appropriate tools and equipment for a particular job
Working with Others and in Teams	1	Liaising with others in the manufacturing team
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with an electrical emergency
Using Technology	1	Using fire fighting equipment, tools

THCGHS08B   Respond to emergencies

Unit Descriptor

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.

Element	Performance Criteria
1 Prepare for emergency situations	1.1 Identify current emergency procedures, equipment and facilities within the enterprise or section.
	1.2 Review emergency procedures, equipment and facilities in consultation with relevant others to ensure currency, appropriateness and safety, identifying or making any changes required according to enterprise policy.
	1.3 Participate in training and drills related to the enterprise or section.
2 Recognise and report emergencies	2.1 Recognise type, scope and severity of emergency situation and respond appropriately.
	2.2 Warn those in immediate danger in accordance with enterprise procedures.
	2.3 Alert appropriate authorities using most appropriate and direct method.
3 React safely to emergency signals and instructions	3.1 React to emergency signals and instructions from designated persons according to enterprise procedures.
	3.2 Seek additional information to clarify meaning if signals or instructions received are unclear or do not appear to be consistent with safety practices.
	3.3 Follow instructions from emergency personnel during an emergency.

4	**Evacuate from the endangered area**	4.1	Evacuate area of danger promptly when needed or instructed by emergency personnel.
		4.2	Provide assistance to mobility-impaired persons, where appropriate.
		4.3	Follow instructions in emergency procedures and from emergency personnel.
		4.4	Carry out evacuation from the assembly area calmly, promptly and with a minimum of disruption to others.
		4.5	In situations where evacuation is not possible, or where normal pathways are blocked, use alternative pathways or follow alternative instructions.
5	**Participate in post emergency briefing**	5.1	Participate in review of emergency and response.
		5.2	Identify any changes required to procedures and risk management strategies.
		5.3	Complete any required documentation related to emergency and emergency response.

Range Statement

This unit applies to all hospitality, tourism and caravan sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Emergencies may include:
- fire
- release of hazardous substances
- uncontrollable processes
- bomb threats
- civil disorder
- earthquakes
- severe storms and cyclones
- floods
- toxic spillage
- LPG leaks
- armed holdup
- accidents and other natural or human-made disasters.

Emergency equipment and facilities needed by employees and other workplace occupants may include:

- fire extinguishers
- fire hose reels
- evacuation assembly or refuge areas
- emergency shut-down switches or controls
- emergency lighting or torches
- breathing masks
- protective clothing
- exits
- stairs.

Training sessions may include briefings and emergency drills.

Workplace procedures may specify emergency equipment to be used only by trained persons.

Responding appropriately to different types of emergencies will depend on enterprise policy and procedures and individual job roles, and may include:

- advising and seeking advice from supervisors or wardens
- alerting emergency services
- activating an alarm
- evacuating self and others from immediate danger
- immediate risk reduction such as putting out small fires, closing windows and doors.

Appropriate authorities may include:

- supervisors or wardens
- fire/emergency team members
- emergency response-related persons detailed in emergency procedures.

Methods of reporting may include:

- verbal
- telephone
- radio
- alarm system.

Emergency signals may include:

- audible alarms
- coded or uncoded public address announcements
- flashing lights
- other visual signals
- audible or vibrating pagers
- screen alerts
- stench alarms etc.

Emergency personnel may include:

- internal workplace personnel with emergency duties
- members of external emergency services.

Assistance to mobility-impaired persons may include:
- guidance
- reassurance, support and carrying.

Mobility-impaired persons include:
- those with physical, mental or sensory impairment, either temporary or permanent, who require assistance during an evacuation.

Evacuation assembly areas may be designated in procedures or advised at the time of evacuation.

Evacuation may not be the safest option in situations such as civil disorder and severe bush fires.

Instructions may include:
- the route or destination of the evacuation
- warnings not to re-enter the evacuated area
- instructions for evacuated persons to remain together as a group at the assembly area.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- location of emergency procedures, equipment and facilities
- familiarisation procedures when working in a new or unfamiliar area
- requirements for attendance at training sessions on emergency procedures, equipment and facilities
- actions to be taken or avoided to prevent interference with emergency equipment or facilities
- types of emergencies and hazards associated with each
- emergency reporting systems and procedures, signals and instructions typically used in workplaces
- identification of emergency personnel and designated persons within the workplace to whom reports are to be made
- evacuation alarms, procedures and methods of evacuation
- location of assembly areas and post-evacuation actions
- circumstances where evacuation may need to be modified or avoided.

Linkages to Other Units

There is a linkage to the following unit and combined training and assessment may be appropriate:
- THHADTHS01B Plan and conduct evacuation of premises

- THHGLE02B Implement workplace health, safety and security procedures.

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to identify, explain and follow established procedures and identify authorised personnel to contact for emergencies
- ability to identify and follow evacuation procedures related to specific types of emergency.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate emergency procedures within an industry enterprise context
- access by the candidate to relevant policies and procedures related to emergencies and evacuations
- access by the candidate to relevant equipment for a range of emergencies.

Assessment Methods

Methods should be chosen to ensure that appropriate responses to emergencies can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- direct observation of the candidate participating in a simulated emergency response and evacuation, including selection and use of relevant emergency equipment
- oral and written questions about precautions, appropriate procedures for given emergencies and dealing with contingencies which may arise during an actual emergency
- review of portfolios of evidence and third party workplace reports of performance by the candidate during emergency response exercises and evacuations.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Identifying and reading procedures for emergency responses within relevant sections of an enterprise
Communicating Ideas and Information	1	Explaining procedures to a newly-appointed colleague
Planning and Organising Activities	1	Participating in the review of a emergency response plan for a workplace section or area

Working with Others and in Teams	1	Identifying alternative evacuation procedures and routes
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Identifying work colleagues who may need assistance in an emergency and planning how that assistance might be provided in an actual emergency or simulation
Using Technology	1	Using and emergency equipment and activating alarm systems manually.

THCGHS09B   Tow a recreational vehicle safely

Unit Descriptor

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.

Element	Performance Criteria
1 Assess safe towing weight of recreational vehicle	1.1 Calculate the gross weight of the recreational vehicle and determine the aggregate mass.
	1.3 Check the towing capacity of the towing vehicle.
	1.4 Check and adhere to the tow-bar capacity of the towing vehicle.
	1.5 Confirm the weight ratio of the recreational and towing vehicle as safe in accordance with State/Territory requirements and regulations.
2 Prepare for on-road towing of recreational vehicle	2.1 Attach the recreational vehicle to towing vehicle in accordance with manufacturer's and State/Territory specifications, requirements and regulations.
	2.2 Conduct pre-operational checks on towing vehicle and recreational vehicle.
	2.3 Carry out any minor routine repairs.
	2.4 Report any complex faults and repairs to the appropriate person and co-ordinate repairs.
	2.5 Identify and act on relevant statutory regulations to reduce possible injury to self and others.

3.   Safely tow recreational vehicle on an open road

3.1   Safely position and secure fittings, furnishings materials and components within the caravan to eliminate danger and potential damage from weight shift during towing, and evenly distribute with weight over wheels to avoid problems with towing.

3.2   Identify and comply with State and national road rules and laws.

3.3   Show courtesy and consideration to other road users.

3.4   Manoeuvre the recreational vehicle in forward and reverse directions and park it in accordance with requirements, manufacturer's instructions and traffic regulations.

3.5   Identify any driving hazards and avoid or control them, using appropriate defensive driving techniques.

3.6   Drive the vehicle in reverse to position the recreational vehicle, maintaining visibility and achieving accurate positioning.

3.7   Follow appropriate procedures in the event of a driving emergency.

3.8   Constantly monitor and act upon traffic and road conditions to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

4	**Safely tow vehicle off the road**	4.1	Attach recreational vehicle to towing vehicle correctly and safely.
		4.2	Check visibility and adjust position of mirrors if necessary.
		4.3	Identify any obstacles or hazards in road or parking space and remove or avoid as appropriate.
		4.4	Safely tow recreational vehicle to required space and reverse in carefully.
		4.5	Position recreational vehicle ensuring it is level and parallel and within reach of annex, required power points and/or service points, using any stabilising fixtures.
		4.6	Tow recreational vehicle from parking space, disconnecting power heads, water pipes, electrical leads and ensuring that any stabilising fixtures are up, prior to commencing.

Range Statement

This unit applies to all sectors of the caravan industry. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Driving must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority.

Type of vehicle driven must comply with that permitted by driver's licence.

Driving may be carried out in typical road transport situations, including:
- operations conducted at day or night
- typical weather conditions
- on the open road
- on a private road
- while at a depot, base or warehouse
- while at a client's workplace or work site.

The recreational vehicle must be towed both on an open road and off-road within a caravan park, sales yard or other parking area.

The recreational vehicle may be rigid, tandem or independent suspension and may include:
- caravan
- pop-top caravan
- camper trailer

- tent trailer
- 5th wheeler
- slide-on camper.

The towing vehicle may be:
- 2 wheel drive
- 4 wheel drive
- truck
- van
- specialised towing truck/unit
- tractor.

Braking systems may be:
- hydraulic
- electric.

Pre-operational checks on towing vehicle and recreational vehicle may include:
- visual check of vehicle
- checking and topping up of fluid levels
- checks of tyre pressures
- checks of operation of vehicle lights and indicators
- checks of brakes.

Minor routine repairs may include:
- the replacement of blown globes in vehicle lights
- replacement of broken belts
- dealing with flat battery
- replacement of blown fuse
- replacement of coolant hose
- door mirrors
- repairs to rear tail-light lens
- changing of tyres
- repair of tyre punctures
- replacement of broken coolant hose.

Vehicle handling procedures may include:
- starting a vehicle
- steering and manoeuvring a vehicle
- accelerating and braking
- positioning and stopping a vehicle
- reversing a vehicle
- correct hand positions on wheel
- operating vehicle controls, instruments and indicators
- using defensive driving techniques
- managing engine performance.

Driving hazards may include (examples only):

- wet and iced roads
- steep inclines or sharp curves on the road
- uneven surfaces
- oil , rocks, mud, water on road
- animals and objects on road
- pedestrians, children
- trees, branches
- other vehicles, recreational vehicles or tents
- foggy, windy or rainy conditions
- flooded sections of road
- fire in vehicle
- leaking fuel
- faulty brakes
- parked vehicles on the road
- faulty steering mechanism on vehicle.

Occupational health and safety requirements include:
- safe worksite work practices
- safe use of tools and equipment
- safe handling of materials
- use of personal protective equipment.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- State/Territory road codes and laws
- weight-to-vehicle towing ratios set by State/Territory authorities and manufacturers
- correct and safe use of tools and equipment used in simple, routine maintenance and servicing of a recreational vehicle in preparation for towing
- OH&S regulations relevant to minor servicing and towing recreational vehicles
- procedures to be followed in the event of a driving emergency
- ability to monitor and anticipate traffic hazards and take appropriate action
- safe driving techniques relative to road and traffic conditions
- general duty of care.

Linkages to Other Units

There is a linkage to the following units and combined training and may be appropriate:
- TDTC197B Drive vehicle
- TDTB397B Carry out vehicle servicing and maintenance

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to identify and follow enterprise procedures, and State/Territory and Federal legislative requirements, regarding driving on public roads and towing of recreational vehicles
- safe manoeuvring and towing of recreational vehicle according to OH&S requirements
- driving on an open road in a safe and courteous manner
- relevant State/Territory roads and traffic authority driving regulations and license requirements pertaining to the class of vehicle
- OH&S policies and procedures relevant to driving and towing a recreational vehicle
- identification of driving hazards and the use of appropriate defensive driving techniques.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate towing a recreational vehicle over a period of time and in a suitable range of contexts
- project or work activities that allow the candidate to address a range of typical minor routine repair or service needs in preparation for towing a recreational vehicle.

Assessment Methods

Methods should be chosen to ensure that preparation of and towing a recreational vehicle can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- direct observation of the candidate preparing and towing a recreational vehicle and manoeuvring it into a space
- oral and written questions to test knowledge the road rules, relevant regulatory and licensing requirements, safe driving strategies
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Evaluating the towing capacity of the vehicle Reading traffic regulations and material related to towing recreational vehicles
Communicating Ideas and Information	1	Providing all road users or nearby persons with effective signals of intention to turn or manoeuvre the vehicle

Planning and Organising Activities	1	Preparing the towing vehicle and recreational vehicle for travel.
Working with Others and in Teams	1	Towing vehicles in harmony with other park employees and residents
Using Mathematical Ideas and Techniques	1	Calculating the weight ratio of recreational vehicle and towing vehicle
Solving Problems	1	Dealing with a road obstruction or hazard Backing recreational vehicle into a small and difficult site
Using Technology	1	Driving a vehicle and reading the various meters eg. odometer

UTE NES209B Attach flexible cords & plugs to electrical equipment to 250 volt supply

Unit Descriptor

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.

Element	Performance Criteria
1 Plan and prepare to attach flexible cord(s) and plug(s)	1.1 Work is planned and prepared to ensure *OH&S policies and procedure* are followed, and the work is appropriately sequenced in accordance with *requirements*.
	1.2 *Conditions and ratings* under which the flexible cord and plug is to operate is determined from *requirements* and in consultation with *appropriated personnel* followed by written instruction.
	1.3 Flexible cord and plugs are selected to comply with standards and requirements for the condition and rating to be determined.
	1.4 Material necessary to complete the work are obtained in accordance with established procedures and checked against job requirements.
	1.5 Tools, equipment and testing *devices* needed to carry out the work are obtained in with *established procedures* and checked for correct operation safety.
	1.6 Flexible cord is prepared without damage to insulation and conductors and in accordance with *requirements*

2	**Attach flexible cords(s) and plug(s)**	2.1	*OH&S policies and procedures* are followed.
		2.2	Single insulated metal framed equipment is maintained in accordance with *requirements.*
		2.3	he integrity of double insulated equipment is maintained in accordance with *requirement*
		2.4	Conductors are connected to terminals in accordance with *requirements* to ensure the required polarity is effected.
3.	**Test equipment for operation and safety**	3.1	Appropriate tests of the cords(s) and plugs(s) connected to electrical *equipment* are connected in accordance with *requirements* and to *established procedures* to ensure safe installation and operation.
4	**Provide status reports (s)**	4.1	Status report(s) are completed and *notified* in accordance with *established procedures.*

Range Statement

General

Generic items in this unit are shown in italics, e.g. established procedures. The definition and intended scope covered by generic items is described in the Glossary that forms and integral part of this range statement.

Additional definitions

Conditions- environmental and other influences that could have a detrimental affect on electrical equipment, for instance high ambient temperatures, corrosives atmosphere, vibration, and like.

Ratings - The current carrying capacity and operating voltage limitations of the cord and/or plug

Flexible cord- as defined by Standards

Configured (plug)- Pin arrangement and shape of an electrical plug and socket.

Scope of work

This unit describe competency within the scope of:

- the relevant item of *electrical equipment* so defined
- removing cord and plugs connected to *electrical equipment* from the supply
- removing cords and appropriately *configured plugs* for the *condition* under which they are to operate
- selecting cords and plugs rated for the equipment they are to supply
- fitting and connecting cords and plugs to *electrical equipment* intended to operate from single phase supplies up to 250 volts a.c.
- testing cord and plugs assemblies for integrity, electrical continuity and correct polarity
- the relevant work being carried out in non-hazardous areas and on electrical equipment that is not part of an explosion protection technique.

Conditions specified

This unit is not intended to cover:
- competencies associated with high current faults
- complex electrical work
- nor competencies associated with fixed wiring
- work on luminaries.

Currency in unit of competence

In order to maintain currency in this unit, on-going competency development is to occur. This would include keeping abreast of any changes in legislation, regulations, procedures, technology and the like, related to the scope and application of this unit.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- unsafe (electrical) work practices
- safe use of tools and plant
- safe use of ladders and elevated work platforms
- safe use of protective clothing
- hazards in the (electrical) work environment: shock hazards; fire hazards; chemical hazards
- procedures for dealing with fires associated with electrical equipment
- procedures for dealing with PCBs
- electric shock victim rescue methods and procedures: basic first aid treatment for shock, burns and bleeding; Expired air resuscitation (EAR) (purpose of each procedure and application); external cardiac-compression (ECC) (purpose of each procedure and application); cardio-pulmonary resuscitation (CPR) (combined application of EAR and ECC) (purpose of each procedure and application)
- fundamental electrical concepts: current; voltage; resistance
- insulation resistance measurement and requirements

- cable types and conductor termination methods and techniques: colour codes; cable ratings
- 250V Flexible cords for use with single phase appliances/apparatus: types and loading; service duty
- 250V Plugs for use with single phase applications/apparatus: types and loading; IP rating
- continuity testing
- connection requirements and techniques
- isolation procedures: work clearance; testing for voltage; lock-off and tagging; techniques, regulation, codes of practice and procedures
- safety testing
- conditions
- ratings.

Linkages to Other Units

Competency in this unit should be determined only after competency has been achieved in:
- a relevant field to which the electrical work is incidental, this is expected to include a broad application of skills and knowledge related to occupational health and in the selection, knowledge and use of general hand tools and power tools.
- additional competencies where conditions in the workplace are such that specific precaution and techniques must be used to ensure safety. For example, situations where high fault currents are possible; hazardous areas where explosion-protection techniques must be used; damp situations and the like.

Critical Aspects of Assessment

Achieving competence

Achievement of this unit of competence is based on each of the following conditions being met:
- demonstrating *consistent performance* for each element of the unit across a *representative range* of specified *electrical equipment* in the scope of work and for which *endorsement* of competency for the specified *electrical equipment* is being sought; autonomously and to requirements. To requirements means meeting all relevant safe working practices, manufacturers specifications, codes of practice, statutory and regulatory requirements, Standards both Australian and International and OH&S Standards.
- meeting the performance criteria associated with each element of competence by employing the techniques, procedures, information and resources available in the workplace for the *endorsement* sought and scope of work in the Range Statement.
- demonstrating an understanding of the underpinning knowledge and skills identified for the scope of work undertaken in the section of this unit titled Underpinning Knowledge.

Maintaining competence

Consideration should be given to periodic evaluations of skills and knowledge within this unit that are critical to safety, operation of plant and equipment and the like, particularly where relevant skills and knowledge are not frequently practised.

This section specifies the knowledge and skills required to underpin the elements and performance criteria relevant to the unit. This with other aspects of evidence would ensure that an individual is able to transfer and apply such knowledge and skills to new situations and environments within the scope for which competency is being sought.

Context of Assessment and Resource Implications

Evidence of the following is critical:

- Consistent performance across a representative range of specified electrical equipment for the endorsement and scope of work for which competency is being sought: autonomously and to requirements
- Assessment in a typical workplace environment with access to all required tools, equipment and material.

Assessment Methods

Methods should be chosen to ensure that 240volt cord and plug connections can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate fitting a flexible cord and plug, including selection of correct materials and equipment
- oral and written questions about precautions and appropriate procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collecting, reading and analysing information about job requirements in order to determine the correct cord and plug
Communicating Ideas and Information	1	Verifying job requirements with team members and supervisors
Planning and Organising Activities	1	Selecting and collating required components, materials and equipment prior to the job
Working with Others and in Teams	1	Working as part of the recreational vehicle servicing team to complete terminations.

Using Mathematical Ideas and Techniques	1	Calculating and measuring cable lengths for a particular job
Solving Problems	1	Correcting insecure or wrong connections
Using Technology	1	Using voltmeters and other testing equipment

UTGNGS204A   Fill gas cylinders

Unit Descriptor

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.

Element		Performance Criteria	
1	**Prepare for filling of cylinders**	1.1	Consult appropriate personnel to ensure the work is co-ordinated effectively with others involved on the work site.
		1.2	Determine availability of equipment.
		1.3	Check equipment in accordance with standard operating procedures (SOPs) and manufacturer's specifications to ensure it is operational.
2	**Fill cylinders**	2.1	Visually check cylinders to ensure they are safe and operational to enable filling in accordance with SOPs.
		2.2	Quarantine cylinders not meeting requirements for further inspections/maintenance.
		2.3	Fill and leak test cylinders in accordance with SOPs.
		2.4	Identify, mark and quarantine leaky cylinders in accordance with SOPs.
3	**Move and store cylinders**	3.1	Lift and move cylinders in accordance with SOPs ensuring OH&S legislative requirements are observed.
		3.2	Move cylinders to correct location and store them in accordance with SOPs utilising the most efficient route.

Range Statement

This unit applies to the filling and storing of gas bottles as part of a job role in setting such as caravan and holiday parks, recreational vehicle and accessory servicing and retail outlets. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Appropriate personnel may include:
- site manager
- maintenance personnel
- shift supervisor.

Equipment may include:
- cylinder trolley
- hose/tools
- leak detection devices
- valves
- gauges
- spindles.

Inspection checks are made to determine:
- test date on cylinder is within the required period
- company's ownership
- corrosion and impact damage
- valve threads are clean and in good condition
- safety relief valve is capped and free from obstruction.

Legislative requirements are set out in AS 1596, AS 2030 and AS 3509.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- inspection procedures on cylinders and valves before and after filling
- Standard Operating Procedures (SOPs) for gas cylinder filling including quarantine requirements
- OH&S and environmental legislative requirements and guidelines
- documentation requirements
- characteristics of gas.

Linkages to Other Units

This unit should be assessed with or after the following units:
- THHCOR03B Follow health, safety and security procedures

Critical Aspects of Assessment

Evidence of the following is critical:
- cylinder checks and fault identifying
- correct filling procedures
- relocating and storing of cylinders
- adherence to Standard Operating Procedures (SOPs), OH&S and environmental legislative requirements.

Context of Assessment and Resource Implications

Assessment must ensure:
- practical demonstration of the knowledge and skills in an actual work environment or simulation of such an environment.
- adherence to defined safety and regulatory guidelines whether assessment occurs in day or night, or varied weather conditions
- access to appropriate equipment to fill gas cylinders, suitably qualified industry assessors, computer based system which facilitates recording of trainee's profiles and progress, facilities for workplace or simulated environment assessment.

Assessment Methods

Methods should be chosen to ensure that knowledge of mechanical cutting can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- direct observation of the candidate filling and storing a gas cylinder
- oral and written questions about safe and effective use of equipment for filling and storing gas cylinders, enterprise and standard operating procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reading and interpreting standard operating procedures (SOPs), data on cylinders
Communicating Ideas and Information	1	Marking any leaky cylinders Reporting any faults or leaky cylinders to team members or supervisors.
Planning and Organising Activities	1	Organising equipment, materials and personal protective gear prior to doing a job

Working with Others and in Teams	1	Working with others in work team, liaising with team members and customers regarding availability of equipment
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Dealing with leaky cylinder, or cylinders which fail to meet inspection checks
Using Technology	-	-

THHADTHS01B   Plan and conduct evacuation of premises

Unit Descriptor

This unit deals with the skills and knowledge require to plan and conduct an evacuation of premises, taking into account the safety of persons.

Element	Performance Criteria	
Contribute to writing of policy and procedures for an evacuation situation	1.1	Analyse and discuss evacuation policy and procedures in conjunction with other relevant personnel.
	1.2	Develop a document to outline enterprise evacuation policy and procedures for staff and customers.
2 Participate in conducting staff evacuation drills	2.1	Arrange and schedule staff evacuation drills on a regular basis.
	2.2	Conduct drills in accordance with evacuation policy and procedures.
3 Communicate regularly with fire wardens	3.1	Identify fire wardens and/or security officers in different locations in the venue.
	3.2	Establish regular communication meetings to discuss emergency procedures.
	3.3	Conduct spontaneous visits/briefings with fire wardens and/or security officers.
	3.4	Provide fire wardens/security officers with necessary documentation or notices relating to evacuation procedures.

4	**Conduct evacuations**	4.1	When required, conduct evacuations according to policy and procedures.
		4.2	Give clear instructions and explanations to customers and staff according to scope of authority.
		4.3	Carry out an evacuation of premises according to building/site evacuation plan and/or assignment instructions.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

This unit applies to the security operation in all tourism and hospitality premises:

Types of evacuation may include:
- fire
- bomb
- poisonous gases
- highly flammable material
- explosive device.

Types of fires may include:
- electrical
- gaseous substances
- flammable liquids and fats
- combustible materials.

Contact with relevant emergency services may be made by:
- telephone and mobile phone
- 2-way radio - portable and installed
- dedicated communications link
- direct alarm link.

Relevant emergency services may include:
- fire
- ambulance
- state/territory emergency services
- police
- army bomb disposal unit.

Potential safety hazards may include:

- falling debris
- smoke inhalation
- incorrect/insufficient information on location and intensity of the fire
- stairway exits blocked
- incorrect use of fire fighting equipment
- potential explosives
- pressure levels.

Reduction of hazard risk may be achieved by:
- removing potential hazard
- closing off area
- marking area or potential hazard
- notify management.

Appropriate persons may include:
- building/centre management
- maintenance
- security department
- any other person who could reasonably be expected to deal with the potential hazard.
- all premises within officer's responsibility
- those defined in assignment instructions.

Evacuation of premises to be made via:
- prescribed primary route(s)
- designated alternative route(s)
- to designated assembly point.

Safety alarms may include:
- date/person alarm
- fire alarm.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- use of basic fire fighting equipment
- enterprise/assignment emergency and evacuation procedures and instructions
- potential hazards and risks
- site layout and access points, plant and equipment
- location and use of sprinkler/emergency systems
- bomb threat procedures and instructions
- occupational health & safety requirements relating to evacuation
- ability to communicate instructions to people in emergency situations
- compliance with Australian standards for emergency control, organisation procedures for buildings no. As 3745: 1990.

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment may be appropriate:
- other relevant management and security standards.

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to assess a variety of potentially dangerous situations requiring the movement of persons and initiate action to eliminate, reduce or otherwise deal with the situation
- ability to select and use appropriate fire-fighting equipment
- ability to follow emergency procedures and comply with requests from emergency services
- ability to implement established plans and procedures to control the movement of persons including persons with disabilities, the aged, children, etc.
- alibility to implement bomb-threat procedures
- completion of accurately completed and maintained documentation including logbooks and incident reports.

Context of Assessment and Resource Implications

Assessment must ensure:
- activities that allow the candidate to demonstrate the required skills and knowledge to plan and conduct the evacuation of premises.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- review of documents prepared by the candidate which outline enterprise evacuation policies and procedures
- role plays or simulations to demonstrate evacuation procedures or fire drills
- oral or written questions to assess knowledge of potential hazards and threats, operation of fire-fighting equipment, Australian standards for emergency evacuation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Collecting information in order to develop a document outlining enterprise policies and procedures for evacuation
Communicating Ideas and Information	2	Instructing other staff members in a fire drill or evacuation
Planning and Organising Activities	2	Planning for a fire drill or evacuation
Working with Others and in Teams	2	Working with other team members in the conduct of a fire drill
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing appropriately with potential hazards and threats
Using Technology	2	Using fire-fighting equipment, communication systems

Quality Assurance

CONTENTS

THCGQA01B Apply quality standards and procedures

Unit Descriptor

This unit deals with the skills and knowledge required to apply quality standards and procedures within tourism, hospitality and caravan industry enterprises.

Element	Performance Criteria
1 Identify quality standards	1.1 Identify and interpret standards applicable to the workplace or industry.
	1.2 Identify enterprise and/or industry quality requirements and confirm understanding with relevant personnel.
	1.3 Handle and complete all documentation in accordance with enterprise procedures.
2 Apply quality standards	2.1 Apply standards for individual and team-related activities.
	2.2 Compare performance to documented requirements.
	2.3 Detect non-compliance to quality standards.
3 Report on workplace quality performance	3.1 Complete quality system documentation, recording all relevant data.
	3.2 Record instances of non-compliance in standard format.
	3.3 Communicate recommendations for improving workplace procedures, services or activities to appropriate personnel.

4.	Participate in quality improvement	4.1	Continue performance monitoring to ensure product or service standards are maintained or improved.
		4.2	Participate in organisation quality improvement processes where applicable.
		4.3	Promote the quality concept within the workplace.
		4.4	Communicate openly in the monitoring of procedures and quality practices.
		4.5	Make suggestions for improvements to quality standards and specifications, where appropriate.

Range Statement

This unit applies to all hospitality, tourism and caravan industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Standards and quality requirements are those applicable in the ongoing operation and improvement of systems, processes and procedures within an enterprise.

Quality requirements may relate to products, services or procedures and be:
- industry-based
- enterprise standards
- international standards, for example, ISO9000.

Documentation may include:
- organisation mission statement, goal and objectives
- policy and procedure manuals
- audits
- reports
- checklists
- customer feedback forms
- non-compliance records.

Appropriate personnel may include:
- manager or owner
- supervisor
- team members
- quality team leader or co-ordinator
- external suppliers.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- knowledge of enterprise and industry standards and quality requirements
- related documentation and reporting procedures
- application of required standards to products, services and procedures
- relevant linkages to any required accreditation and certification programs
- benefits of complying with quality standards and the implications of non-compliance.

Linkages to Other Units

This unit underpins effective performance in a range of operational units related to the production of products and delivery of services, and it is recommended that it be delivered in conjunction with units from these areas.

There is a particular linkage to the following units and combined training and assessment is recommended:
- THGQA02B Implement and monitor continuous improvement systems and procedures.

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to apply quality standards and procedures to workplace activities
- ability to follow through complete quality processes and procedures.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate application of quality standards and procedures in the manufacture of a product or delivery of a service within a hospitality, tourism or caravan industry context.

Assessment Methods

Methods should be chosen to ensure that knowledge of quality standards and systems can applied. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- project or work activities to produce a product or deliver a service in compliance with enterprise quality standards and procedures
- oral and written questions about quality standards and systems and their importance within an enterprise
- documentation relating to the compliance with quality standards and procedures within an enterprise
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collecting information about a finished product and comparing it to enterprise quality standards
Communicating Ideas and Information	1	Making recommendations to management about improvements to procedures, services or activities based on assessment of non-compliance
Planning and Organising Activities	1	Implementing quality procedures into work tasks prior to their completion
Working with Others and in Teams	1	Operating as a member of a workplace team.
Using Mathematical Ideas and Techniques	1	Producing data summaries and statistics for reports and audits
Solving Problems	1	Dealing with the situation of non-compliance to standards by another work mate.
Using Technology	1	Using a computer to fill out a quality report.

THCGQA02B   Develop, implement and monitor quality standards and procedures

Unit Descriptor

This unit deals with the skills and knowledge necessary to manage systems and procedures in order to achieve the enterprise's quality objectives.

Element		Performance Criteria	
1	**Develop a quality assurance program**	1.1	Identify desired quality outcomes related to products, services or procedures.
		1.2	Select a quality assurance system appropriate to the enterprise
		1.3	Identify benefits to the enterprise and any challenges in implementation.
		1.4	Consult relevant others about the planned system, and incorporate feedback into design.
		1.5	Develop and fine-tune the program to meet enterprise requirements.
2	**Implement a quality assurance program**	2.1	Select critical points in enterprise processes and procedures for application of the program.
		2.2	Modify enterprise processes and procedures, where required, to incorporate quality activities.
		2.3	Identify individuals and groups who will be involved and communicate the organisation's quality assurance system to them.
		2.4	Allocate roles and responsibilities to enterprise personnel.
		2.5	Set up mentoring and training support to implement the organisation's quality assurance program.
		2.6	Develop and implement forms and required support documentation.
		2.7	Implement the quality assurance program according to plans.

3	**Monitor and review outcomes**	3.1	Monitor quality activities and program outcomes and identify ways in which product, services and processes and/or quality assurance system could be enhanced.
		3.2	Report outcomes and proposed adjustments to appropriate persons using agreed procedures and documentation.
		3.3	Adjust the process, product or service, where required, according to outcomes of quality assurance program.
		3.4	Adjust the quality assurance system, where required, and inform those involved in development and/or implementation.
		3.5	Conduct periodic evaluation of outcomes and system according to program design, and inform relevant persons of value of program.

Range Statement

This unit applies to all hospitality, tourism and caravan industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Quality assurance systems may relate to products, services or procedures and be:
- industry-based
- enterprise standards
- international standards, for example, ISO9000 series.

The program must include consideration of:
- objectives and quality standards to be achieved
- performance criteria
- procedures and processes related to products and services
- roles and responsibilities
- benefits to participants and the enterprise
- documentation for implementation and monitoring
- processes for audits and summary reports
- continuous improvement processes and quality activities
- periodic evaluation of program
- mentoring and training
- promotional activities and communication of value and outcomes.

Program outcomes may relate to all operational areas including:
- savings and productivity improvements

- work performance and production
- quality of products and services
- staff absenteeism rates
- frequency of incidents
- staff morale.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- sources of information about quality and continuous improvement systems
- principles and practices of continuous improvement and quality assurance systems, including selection of appropriate systems for particular types of enterprise
- the continuous improvement cycle including identified needs, planning, implementation, monitoring and review
- auditing, reporting and record keeping systems
- innovation
- information management.

Linkages to Other Units

This unit underpins effective performance in a range of units with a management focus. It is recommended that it be delivered and assessed in conjunction with units from those areas.

There is a particular linkage to the following units and combined training and assessment is recommended:
- THGQA01B Apply quality standards and procedures
- THHICS05A Lead a team to foster innovation
- THHICS07A Set up systems that foster innovation
- THHGLE11B Manage quality customer service

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to select and implement an appropriate quality assurance program for an enterprise
- implementation of a complete cycle of continuous improvement for an enterprise.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate application of quality assurance principles within a hospitality or tourism context
- project or work activities over time including interaction with team members/employees to demonstrate the implementation of continuous improvement processes.

Assessment Methods

Methods should be chosen to ensure that knowledge of workplace hygiene requirements, precautions and appropriate procedures, can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- project to develop and implement quality assurance processes in a workplace
- oral and written questions about principles and procedures of quality assurance and continuous improvement
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Gathering information about policies, procedures and practices within a particular workplace as part of designing and implementing a QA system
Communicating Ideas and Information	2	Discussing the implementation and progress of the continuous improvement system with colleagues Assigning and explaining audit responsibilities to colleagues
Planning and Organising Activities	2	Developing the QA system for a particular workplace
Working with Others and in Teams	2	Liaising with others in the team and workplace to achieve a successful QA system
Using Mathematical Ideas and Techniques	2	Gathering data and calculating trends and frequencies of incidents over time
Solving Problems	2	Dealing with resistance from other team members or management, solving a particular work-related problem
Using Technology	2	Using computers to set up a monitoring system for the continuous improvement process.

General Administration

CONTENTS

THHGGA01B   Communicate on the telephone

Unit Descriptor

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.

Element	Performance Criteria
1 Respond to incoming telephone calls	1.1 Answer calls promptly, clearly and politely in accordance with enterprise standards.
	1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call.
	1.3 Repeat call details to the caller to confirm understanding.
	1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person.
	1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up.
	1.6 Relay messages accurately to the nominated person within designated timelines.
	1.7 Report threatening or suspicious phone calls promptly to the appropriate person, in accordance with enterprise procedures.
	1.8 Use language and tone and volume appropriate to phone calls.
2 Make telephone calls	2.1 Obtain correct telephone numbers.
	2.2 Establish clearly the purpose of the call prior to calling.
	2.3 Use telephone equipment correctly in order to establish contact.
	2.4 Communicate clearly your name, company and reason for calling.
	2.5 Be polite and courteous at all times.

Range Statement

This unit applies to all hospitality and tourism operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Telephone communication may take place in a range of different contexts including:
- office
- reception area
- on tour
- in a restaurant or kitchen
- on site
- using a mobile phone
- with customers
- with colleagues.

Telephone systems have single or multiple lines.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- the enterprise's policies and procedures in regard to telephone communication
- principles of effective communication in relation to listening, questioning and non-verbal communication
- ability to use the technical features of a specific telephone system correctly
- oral communication skills to convey meaning clearly and concisely
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds
- writing skills for taking basic messages.

Linkages to Other Units

This is a core unit that underpins effective performance in many other units. It is strongly recommended that this unit be delivered and assessed in conjunction with other relevant operational and service units, for example:
- THHCOR01B Work with colleagues and customers
- THHGGA02B Perform office procedures

Critical Aspects of Assessment

Evidence of the following is critical:
- correct use of telephone equipment
- courteous and friendly telephone service
- clear and concise verbal and written communication.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of skills using current telephone equipment to address multiple and different communication contexts
- interaction with others to demonstrate the interpersonal communication aspects of this unit

Assessment Methods

Assessment methods must be chosen to ensure that answering the phone and making phone calls can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of candidate answering and making a variety of phone calls
- review of messages taken on behalf of customers and colleagues
- role-plays to observe candidate dealing with difficult customer or situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collecting information from phone calls about name, message and required action Compiling a list of key contact numbers
Communicating Ideas and Information	1	Speaking clearly, concisely and courteously to customers and colleagues Recording and relaying messages
Planning and Organising Activities	1	Prioritising phone calls and tasks Preparing for complex or difficult phone calls beforehand
Working with Others and in Teams	1	Making and receiving calls with other colleagues and team members
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Dealing with difficult customers, or where the information requested is not known Dealing with bomb threats or threatening or abusive phone calls
Using Technology	1	Using the phone system

THHGGA02B   Perform office procedures

Unit Descriptor

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.

Element	**Performance Criteria**	
1 **Process office documents**	1.1	Process documents accurately, in accordance with enterprise procedures and within designated timelines.
	1.2	Use office equipment correctly to process documents.
	1.3	Identify, rectify or report office equipment malfunctions promptly, and in accordance with enterprise procedures.
2 **Draft written communication**	2.1	Select appropriate format and style for correspondence according to purpose, audience and situation.
	2.2	Draft documents according to enterprise formats and protocols.
	2.3	Use clear and concise language appropriate to purpose, audience and situation.
	2.4	Use correct spelling, punctuation and grammar to ensure understanding by receiver.
	2.5	Check information for accuracy prior to sending.
3 **Maintain document systems**	3.1	File/store documents in accordance with enterprise security procedures.
	3.2	Modified and update reference and index systems in accordance with enterprise procedures.

Range Statement

This unit applies to all hospitality and tourism operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Correspondence to be drafted must include a selection from each of the following:
- letters
- e-mails
- faxes
- memos.

Processing of documents may include:
- recording receipt or sending of documents
- filing (including electronic filing)
- mailing (including bulk mailing)
- photocopying
- faxing
- e-mailing
- collating
- binding.

Office documents to be processed may include:
- guest mail
- customer records
- incoming and outgoing correspondence
- files
- letters
- facsimiles
- memos
- reports
- menus
- banquet orders
- financial records
- invoices
- receipts.

Office equipment may include:
- photocopier
- facsimile
- computer
- paging equipment
- calculator
- audio-transcribing machine
- telephone answering machines.

Evidence Guide

Essential Skills and Knowledge to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- enterprise practices and procedures for processing documents
- layout, format and features of typical business documents
- features and usage of typical office equipment
- safe work practices for using office equipment and chemicals
- communication skills to convey meaning clearly and concisely
- basic literacy and written communication skills in relation to workplace documentation and to produce correspondence
- basic numeracy in order to count and do simple clerical tasks.

Linkages to Other Units:

This unit underpins performance in a range of other office-based units. It is recommended that it be delivered together with other relevant units.

This unit has particular linkages to the following units and combined training and assessment is strongly recommended:
- THHGGA01B Communicate on the telephone
- BSBCMN205A Use business technology

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to accurately process a range of office documentation within enterprise acceptable timeframes
- ability to draft a piece of clear, concise and correct written communication, appropriate to the purpose, audience and situation and free from errors.

Context of Assessment and Resource Implications

Assessment must ensure:
- demonstration of office skills within a fully-equipped office environment and using industry-current equipment
- demonstration of skills across a complete shift or operating period to address an adequate range of office tasks
- performance of office procedures within typical workplace time constraints.

Assessment Methods

Assessment methods must be chosen to ensure that the performing of clerical procedures can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- review of documents processed or produced by the candidate
- project to develop a portfolio of documentation and/or correspondence associated with a particular job, event or project

- questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations
- observation of candidate's safe and correct usage of office equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collating and filing documents, Researching simple information in order to complete tasks Organising information so that it is easily accessible
Communicating Ideas and Information	2	Drafting correspondence for different purposes and situations Adapting communication style to suit different needs Writing and responding to customers' correspondence
Planning and Organising Activities	1	Organising and prioritising daily work Planning details of correspondence to be written
Working with Others and in Teams	1	Working with colleagues in same and other departments or sections Communicating with customers, colleagues
Using Mathematical Ideas and Techniques	1	May involve some simple tasks such as counting or calculating quantities of documents, reading financial information and documents
Solving Problems	1	Dealing with difficult customers, technical problems associated with using equipment
Using Technology	1	Using communications equipment such as photocopiers, computers and fax machines

THHGGA03B   Source and present information

Unit Descriptor

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.

Element   Performance Criteria

1   Find information

1.1	Identify a range of current and accurate information sources appropriate to the task.
12	Access a range of information sources and assess for relevance and applicability.
1.3	Obtain information within designated timelines.

2   Prepare and present information

2.1	Review information and select content to suit the specific need.
2.2	Draft text if required, including all appropriate information.
2.3	Express information within the draft text clearly, concisely and accurately.
2.4	Present information according to enterprise guidelines, and in a format appropriate to the circumstances.
2.5	Deliver information to the appropriate person within designated timelines.

Range Statement

This unit applies to hospitality and tourism enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Information to be researched may include:
- information from product suppliers eg for sourcing a new supplier or product
- information from other departments in the enterprise (eg. about available products or services)

- customer service research eg getting feedback from customers about a particular product or service
- information on new workplace systems or equipment
- career or general industry information.

Sources of information may include:
- other colleagues and personnel
- product suppliers
- general and trade media (print and electronic)
- reference books
- Internet
- lectures and presentations
- trade shows and exhibitions
- customer feedback.

Information may be presented orally, in note form, or in simple report form.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- basic research skills, encompassing:
  - identification of sources of information required (eg. Internet, industry journals)
  - questioning and active listening skills to elicit information
  - note-taking
  - sorting and processing information
- written and oral communication skills for conveying information clearly, concisely and coherently
- types of information resources available for a range of topics and how to access them
- organisational policies and procedures in regard to the presentation of information.

Linkages to Other Units

This unit has linkages to the following units and combined training and assessment may be appropriate:
- THHHCO04B Develop and update hospitality industry knowledge
- THTTCO01B Develop and update tourism industry knowledge

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to find and review current and correct information on various topics related to the particular job role
- ability to present information in a logical, well-organised and appropriate manner.

Context of Assessment and Resource Implications

Assessment must ensure:
- industry-realistic timelines and conditions for completion of tasks.
- use of current information and data

Assessment Methods

Assessment methods must be chosen to ensure that researching and presenting information on a particular topic can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- project to research a work-related topic and deliver the information sourced in a brief presentation
- simple report with recommendations on a prospective product to be purchased
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Researching information using a range of different sources Organising information researched into a logical order, or filing system
Communicating Ideas and Information	1	Presenting information clearly to various audiences Writing simple reports, making simple presentations
Planning and Organising Activities	1	Working out a schedule for research activities
Working with Others and in Teams	1	Asking questions of colleagues about a given topic
Using Mathematical Ideas and Techniques	1	May involve researching mathematical information such as prices and quantities Comparing prices, doing very simple statistical analysis
Solving Problems	1	Dealing with inability to find information, conflicting information
Using Technology	1	Using the Internet to access information

THHGGA04B   Prepare Business Documents

Unit Descriptor

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.

Element	Performance Criteria
1 **Determine document requirements**	1.1 Define clearly the document requirements including purpose, audience, format, style, content and scope in consultation with relevant others.
	1.2 Obtain specialist assistance, where appropriate, within budget parameters.
2 **Conduct research**	2.1 Conduct research according to the requirements of the document, using informal and formal data collection methods as appropriate.
	2.2 Analyse and assess data for relevance prior to incorporation into document, identifying key issues.

3	**Prepare document**	3.1	Write the document, using a suitable format, structure and style in accordance with requirements.
		3.2	Select and use appropriate technology and software for the requirements.
		3.3	Use a range of written presentation and graphic techniques to enhance the impact and effectiveness of the information presented.
		3.4	Use language and style appropriate to the document and intended audience, ensuring clarity of information and ease of reading.
		3.5	Make recommendations for action where appropriate.
		3.6	Review and check the document prior to finalisation to ensure it is accurate, free from spelling and typing errors, and meets all requirements.
		3.7	Adjust where necessary, and seek advice or comment from relevant other where appropriate.
		3.8	Publish the document in a format and style appropriate for the intended audience and purpose, and according to enterprise guidelines.
4	**Follow up document**	4.1	Present and circulate documents for comment as appropriate.
		4.2	Respond to any feedback and comments received, and adjust document where required.
		4.3	Submit document to relevant persons as appropriate.
		4.4	Maintain and file copies of all documents within a secure and ordered system, according to enterprise practices.

Range Statement

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

A variety of typical business documents of suitable complexity must be written. They may include a range from the following, or other similar documents:
- reports
- newsletters
- submissions
- proposals
- project reviews
- web pages
- client databases
- tenders
- complex letters
- project briefs
- business and operational plans.

The documents may be addressed to any particular audience and may include:
- colleagues
- customers
- government or business personnel
- legal or professional bodies
- the general public.

Formats and styles to be used are those commonly used in current hospitality and tourism businesses, and will vary according to purpose, audience and enterprise practices.

Specialist assistance may be sought for:
- facts and information
- instructions or designs
- legal or financial advice
- further sources of information and specialist advice.

Research to be conducted may be formal or informal and may include the following as appropriate:
- interviews and focus groups
- conferences and seminars
- library research
- researching statistics, reports, or other business or government documents
- Internet search
- review of catalogues, brochures, industry journals etc
- surveys and questionnaires
- market research.

Written presentation techniques may include:
- font style
- font size
- headings
- layout
- underlining, bolding
- use of space
- use of italics, bold
- use of dot points, numbers and other graphic devices.

Graphic techniques to be used may include:
- photographs
- drawings
- maps
- diagrams
- illustrations
- cartoons
- graphs and charts.

Technology may include:
- computers
- modems
- scanners
- photocopiers
- printers.

Document presentation does not refer to oral presentation of material which is found in other units, but refers to physical presentation of documents which includes:
- use of tables of content, divider sheets, footnotes, end notes, appendices and other literary conventions
- use of enterprise stationery
- type of bindings (eg. ring binder, spiral bound, wire bound, stapled or clipped etc)
- covers and coversheets
- paper type and weight
- illustrations
- pagination
- logos, copyright information etc.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- written communication including expression and explanation of varied and complex issues
- research skills including accessing research outside the immediate experience and expertise of the individual, academic research conventions
- current business practices related to preparing and presenting documents, including report formats, structures and styles for commonly-used business documents
- enterprise requirements for document design
- design, layout and graphic presentation techniques for business documents
- proof reading and editing skills.

Linkages to Other Units

This unit builds on the written communication skills in the following unit, and combined training and assessment may be appropriate:
- THHGGA02B Perform office procedures.

This unit also has linkages to the following units and combined training and assessment may be appropriate:
- THHGGA05B Plan and manage meetings

- THHGGA08B Plan and establish systems and procedures
- THHGGA09B Manage projects
- THHGCT02B Produce documents on computer
- THHGCT03B Design and develop computer documents, reports and worksheets
- THHGLE03B Develop and implement operational plans
- THHGLE19B Develop and implement a business plan
- THHGLE12B Develop and manage marketing strategies
- THTSMA01B Co-ordinate the production of brochures and marketing materials
- THTGCS04B Make presentations

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to develop a range of business documents commonly used in the relevant sector of the tourism and hospitality industry within enterprise accepted timelines
- ability to write documents which express ideas and concepts which are clear, concise and correct
- ability to adapt tone, format, style and language according to purpose and audience.

Context of Assessment and Resource Implications

Assessment must ensure:
- preparation and production of more than one document to address differing communication needs and within industry-realistic time constraints
- use of current software and technology for document preparation.

Assessment Methods

Assessment methods must be chosen to ensure that preparing and producing documents can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- evaluation of a variety of documents produced by the candidate for one or multiple projects or events
- case studies to determine and establish document formats or outlines for varying purposes and audiences
- review of research conducted by candidate for a particular project, including research methodology, selection and organisation of material
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Researching and analyzing information, organising material for inclusion in the document

Communicating Ideas and Information	2	Writing clearly and concisely for a range of purposes and audiences Editing and proof reading
Planning and Organising Activities	2	Planning and organising research methods and activities, planning the production of documents
Working with Others and in Teams	2	Consulting with other colleagues and customers about issues Conducting research interviews and focus groups
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Determining document design and production processes, correcting faults and errors in documents Researching material which is difficult to find or interpret
Using Technology	2	Selecting and using suitable software for particular documents Formatting and using software to present documents, keyboarding Distributing documents by email or Internet

THHGGA05B Plan and manage meetings

Unit Descriptor

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.

Element	Performance Criteria	
1 Plan and prepare for meetings	1.1	Identify the need for meetings and who should attend.
	1.2	Decide on the style of the meeting and level of formality required according to meeting purpose, occasion, nature of participants and enterprise procedures.
	1.3	Make arrangements for the meeting in accordance with organisational requirements and within designated timelines.
	1.4	Develop an agenda in accordance with the purpose of the meeting.
	1.5	Research or obtain information on agenda items to enable informed discussion at the meeting.
	1.6	Prepare meeting papers and dispatch to participants before the meeting, where appropriate, and within appropriate timeframes.

2	**Conduct meetings**	2.1	Chair meetings in accordance with enterprise procedures and meeting protocols.
		2.2	Encourage open and constructive communication by using appropriate interpersonal and communication styles.
		2.3	Reach agreement with meeting participants on meeting goals and conduct.
		2.4	Present information and ideas clearly and concisely.
		2.5	Give all participants the opportunity to contribute.
		2.6	Manage meetings to maintain focus on agreed goals.
		2.7	Conduct meetings within agreed times, or adjust times with the agreement of participants.
		2.8	Record accurately the minutes of meetings where appropriate.
3	**Debrief and follow up meetings**	3.1	Process and distribute documentation from meetings.
		3.2	Inform colleagues regarding the outcomes of meetings.
		3.3	Incorporate work resulting from meetings into the current work schedule with tasks prioritised and actioned as appropriate.

Range Statement

This unit applies to all tourism and hospitality operations where meetings are conducted. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Types of meetings may include:
- one-off
- regular
- teleconferences
- video-conferences
- committee meetings
- board meetings.

Documentation from meetings to be prepared and distributed must include:
- agendas
- minutes.

Meeting arrangements may include organising the venue, food and beverage, travel arrangements for participants, audio - visual hire, teleconference details.

They may also include supporting information and other agenda items to be discussed such as letters, submissions and reports.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- different types and formats of meetings including general awareness of procedures for formal meetings
- standard meeting procedures including:
  - agenda format and order
  - types of seating arrangements
  - meeting terminology
  - minutes
  - role of chairperson and other office bearers
- group dynamics
- meeting management and chairing skills including
  - active listening
  - questioning
  - conflict management
  - time keeping
- oral communication skills specific to the conduct of meetings, including chairing and presentation skills
- written communication skills specific to writing agendas, supporting notes and minutes
- summarising and minute-taking.

Linkages to Other Units

This unit has linkages to the following unit and combined training/assessment is recommended:
- THHGCS03B Deal with conflict situations

This unit also has linkages to the following units and combined training and assessment may be appropriate:
- THHGLE01B Monitor work operations
- THHGLE03B Develop and implement operational plans
- THHGLE08B Lead and manage people

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to effectively plan and administer meetings using appropriate procedures and protocols
- ability to use effective communication skills in the conduct of meetings.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to plan and conduct a structured meeting
- involvement of multiple meeting participants with purpose relevant to the industry sector
- use of a meeting facility appropriate to the size and style of the meeting.

Assessment Methods

Assessment methods must be chosen to ensure that the planning and conduct of meetings can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of a meeting chaired by the candidate
- review of agendas, supporting documentation and minutes prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Researching information, collating issues and documents for tabling at the meeting
Communicating Ideas and Information	2	Writing the agenda, papers, minutes, clearly communicating the purpose of the meeting, summarizing issue Questioning, eliciting information and responses, active listening Controlling the behavior of members
Planning and Organising Activities	2	Putting together a list of attendees, organising the agenda, invitations and papers, organising the venue, catering and any audio-visual equipment
Working with Others and in Teams	2	Working with other members of the meeting to achieve group goals
Using Mathematical Ideas and Techniques	1	Calculating catering numbers and costs
Solving Problems	2	Dealing with issues at the meeting eg. conflict, dominating members, or lack of response Dealing with changes to arrangements by parties, requiring changes to the meeting eg. inability of key stakeholders to attend, clashes of venue bookings, unplanned events impacting on meeting
Using Technology	2	Using computers to draft and distribute documents May include using audio-visual equipment

THHGGA06B   Receive and store stock

Unit Descriptor

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.

Element		Performance Criteria	
1	**Take delivery of stock**	1.1	Check incoming stock accurately against orders and delivery documentation in accordance with enterprise procedures.
		1.2	Identify and record variations and report them to the appropriate person.
		1.3	Inspect items for damage, quality, use-by dates, breakages or discrepancies, and record findings in accordance with enterprise policy.
		1.4	Manage excess stock appropriately, according to enterprise policy.
2	**Store stock**	2.1	Transport all stock to the appropriate storage area promptly, safely and without damage.
		2.2	Store stock in the appropriate location within the area and in accordance with enterprise security procedures.
		2.3	Record stock levels accurately, and in accordance with enterprise procedures.
		2.4	Label stock in accordance with enterprise procedures.
3	**Rotate and maintain stock**	3.1	Rotate stock in accordance with enterprise policy.
		3.2	Move stock in accordance with safety and hygiene requirements.
		3.3	Check on the quality of stock at regular intervals, and report findings to the appropriate personnel.
		3.4	Place excess stock into storage or dispose of in accordance with enterprise policy.
		3.5	Maintain stock area in accordance with enterprise and/or government requirements, and identify and report any problems promptly to the appropriate personnel.
		3.6	Use stock recording systems correctly, and in accordance with enterprise speed and accuracy requirements.

Range Statement

This unit applies to all tourism and hospitality operations where stock is received and stored. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

This unit may apply to stock received from both internal and external suppliers and maintained within a stock control system.

Stock control systems may be:
- manual
- computerised.

Stock may include:
- food items other than those for a kitchen
- beverages for bar, mini bar, restaurant, shop
- equipment such as maintenance and cleaning equipment, office equipment etc.
- linen such as sheets, towels
- stationery such as guest stationery, office supplies
- brochures and promotional materials
- vouchers and tickets
- souvenir products.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- principles of stock control including:
  - rotation
  - correct storage procedures for specific goods
  - segregation of non-food items with potential to contaminate
  - checking for slow moving items
- appropriate storage types and conditions for particular items
- types of stock control documentation and systems that may be applied in the tourism and hospitality industries
- stock security systems and procedures
- safe lifting and handling procedures
- safe and correct use of equipment eg. fork lifts
- basic knowledge of relevant stock, including product life, storage requirements
- hygiene procedures related to stock handling and storage
- logical and time-efficient work flow.

Linkages to Other Units

This unit has strong linkages to a range of other operational units. Receipt and storage of stock is undertaken by people working in all sectors of the tourism and hospitality industry.

As such, combined training and assessment with other relevant units may be appropriate. These units should be selected to suit the specific industry sector and workplace.

In a restaurant or bar environment this unit must be assessed with or after the following unit:
- THHGHS01B Follow workplace hygiene procedures

This unit is related to and equivalent to the following unit which deals specifically with the storage of food:
- THHBKA03B Receive and store kitchen supplies

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to receive and store goods efficiently and safely for the selected industry environment
- application of the occupational health, safety and hygiene issues related to receipt, handling and storage of goods.

Context of Assessment and Resource Implications

Assessment must ensure:
- use of current technology, equipment, stock documentation and real stock items
- demonstration of skills within typical workplace time constraints.

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes involved in receiving and storing stock can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate receiving and storing goods
- written or oral questions to test knowledge of stock procedures and security issues
- review of workplace reports and records related to stock control, prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Checking stock, analysing it and recording relevant information about it Organising stock in storage receptacles and areas

Communicating Ideas and Information	1	Checking delivery documentation against order requirements Recording information about stock levels, conditions and variations against documentation
Planning and Organising Activities	1	Planning sequence and timing of stock receipt and storage Practicing stock rotation
Working with Others and in Teams	1	Working co-operatively with other members of staff
Using Mathematical Ideas and Techniques	1	Counting and checking quantities and sizes of stock
Solving Problems	1	Dealing with minor problems such as shortages, variations and errors
Using Technology	1	Using mechanical lifting and storage equipment Using computerised stock control and ordering systems

THHGGA07B   Control and order stock

Unit Descriptor

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.

Element	Performance Criteria
1 Maintain stock levels and records	1.1 Monitor and maintain stock levels to enterprise requirements.
	1.2 Monitor stock security and adjust systems as required.
	1.3 Monitor and adjust stock re-order cycles as required.
	1.4 Inform colleagues of their individual responsibilities in regard to the reordering of stock.
	1.5 Maintain records of stock storage and movement in accordance with enterprise procedures.
	1.6 Monitor stock performance, and identify and report fast/slow-selling items in accordance with enterprise procedures.
2 Process stock orders	2.1 Process orders for stock accurately and in accordance with enterprise procedures.
	2.2 Maintain and record stock levels ensuring information is complete, correct and current.
	2.3 Check incoming stock against purchase and supply agreements and record all necessary details.

3	**Minimise stock losses**	3.1	Identify and record stock losses according to enterprise procedures.
		3.5	Report losses in accordance with enterprise procedures.
		3.6	Identify avoidable losses and establish reasons behind these losses.
		3.7	Recommend solutions to loss situations, and implement related procedures to prevent future avoidable losses.
4	**Follow up orders**	4.1	Monitor the delivery process to ensure agreed deadlines are met.
		4.2	Liaise with colleagues and suppliers to ensure continuity of supply.
		4.3	Follow up on routine supply problems, or refer problems to the appropriate person in accordance with enterprise policy.
		4.4	Distribute stock to agreed allocations.
5	**Organise and administer stocktakes**	5.1	Organise stocktakes at appropriate intervals according to enterprise policy and procedures.
		5.2	Allocate stocktaking responsibilities to staff.
		5.3	Produce accurate stocktake reports within designated timelines.

Range Statement

This unit applies to tourism and hospitality operations where stock is ordered and controlled. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

This unit may apply to stock received from both internal and external suppliers and maintained within a stock control system.

Stock control systems may be:
- manual
- computerised.

Stock may include:

- food
- beverages
- equipment such as maintenance and cleaning equipment, office equipment
- linen
- stationery
- brochures and promotional materials
- cleaning supplies and chemicals
- vouchers and tickets
- souvenir products.

Reasons for loss of stock may include:
- lack of rotation leading to product deterioration
- inappropriate storage conditions
- access by pests or vermin
- theft
- overstocking.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- stock level maintenance techniques as appropriate to the industry sector
- typical stocktaking procedures as appropriate to industry sector
- stock recording systems
- stock security systems
- types of stock control documentation and systems that may be applied in the tourism and hospitality industries
- stock security systems
- reasons for stock loss and damage.

Linkages to Other Units

This unit must be assessed with or after the following unit, which describes skills and knowledge essential to this unit of competence:
- THHGGA06B Receive and store stock
- THHBKA03B Receive and store kitchen supplies

This unit also has strong linkages to a range of other operational units. Receipt and storage of stock is undertaken by people working in all sectors of the tourism and hospitality industry. As such, combined assessment/training with other relevant units may be appropriate. These units should be selected to suit the specific industry sector and workplace.

In some industry sectors this unit is carried out by team leaders or supervisors, and in these instances combined training and assessment with the following may be appropriate:
- THHGLE01B Monitor work operations
- THHGLE17B Manage and purchase stock

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to maintain continuous stock supply within a specific tourism and hospitality industry environment
- ability to meet accuracy and speed requirements for completion and maintenance of stock records.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time.
- use of real stock items
- use of industry-current stock control technology or documentation
- involvement of internal/external suppliers

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes involved in receiving and storing stock can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet
- written or oral questions to test knowledge of reasons for procedures
- case studies to assess ability to develop procedures for particular situations or solve problems related to stock control or security
- review of workplace reports and records related to stock control, prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Carrying out stocktaking Determining stock levels
Communicating Ideas and Information	1	Ordering stock from suppliers Explaining to others about storage, systems etc Completing stock records, requisitions and orders
Planning and Organising Activities	2	Maintaining stock levels, controlling stock Organising stocktakes

Working with Others and in Teams	1	Ensuring that stock levels are sufficient for the requirements of a particular team or section Liaising to determine stock requirements
Using Mathematical Ideas and Techniques	1	Calculating amounts required for ordering, counting quantities during stocktakes
Solving Problems	2	Dealing with discrepancies in stock levels, differences between orders and deliveries Handling the situation where there are problems with quality of goods on delivery or in storage
Using Technology	1	Using computerised stock control systems

THHGGA10B   Monitor and obtain materials and services

Unit Descriptor

This unit deals with the skills and knowledge required to monitor and maintain materials, equipment and services required for development and/or maintenance of premises and grounds. It applies to all tourism and hospitality enterprises such as caravan parks, where materials and services need to be managed and/or contracted as part of a maintenance program.

Element	Performance Criteria
1 Monitor availability of consumables and equipment	1.1 Monitor consumables for signs of deterioration or depletion and make recommendations for replacement as required, according to enterprise stock control systems and procedures.
	1.2 Maintain storage facilities for consumables according to manufacturer's instructions, enterprise procedures and any regulatory requirements.
	1.3 Check equipment for serviceability and availability for time of anticipated use.
	1.4 Keep required records in accordance with enterprise requirements.
2 Obtain consumables and equipment	2.1 Re-order consumables when needed or in anticipation of increased requirements, in accordance with enterprise procedures and sound stock management principles.
	2.2 Identify any equipment to be purchased and any to be hired, leased or borrowed for particular jobs or situations.
	2.3 Price required equipment and materials and make selections in accordance with enterprise purchasing procedures and budgets.
	2.4 Purchase required equipment and materials and check against orders and contracts for specified quality and quantity.
	2.5 Hire, lease or borrow identified equipment for period of anticipated use, and maintain and return according to agreements.

3	Acquire contractor services	3.1	Identify occasions where contractors for the supply of a service are required, according to:

- the size, scope and nature of the job
- expertise of available staff
- requirements of the enterprise.

		3.2	Arrange quotes, when appropriate, in accordance with enterprise guidelines and enterprise budgets.
		3.3	Engage contractors in accordance with enterprise guidelines and any regulatory requirements.
		3.4	Complete documentation according to enterprise requirements and the satisfaction of all parties.

4	Monitor supply of materials, equipment and services	4.1	Monitor quality and frequency of supply of materials to ensure they meet enterprise and job requirements.
		4.2	Liaise with colleagues and management to determine that materials, equipment and services meet their requirements.
		4.3	Monitor contractors and service providers to ensure that they comply with agreements and enterprise requirements.
		4.4	Monitor costs to ensure that purchase and hiring of materials, equipment and services are within allocated budgets.
		4.5	Identify and source new and alternative materials, equipment and services where appropriate to ensure the most appropriate is being used for the particular job and enterprise.

Range Statement

This unit applies to tourism and hospitality operations where materials, equipment and services are required as part of the establishment and maintenance of premises and grounds such as caravan parks, attractions and accommodation grounds. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Materials may include:
- cleaning supplies and chemicals
- herbicides and pesticides
- fertilisers and gardening products
- adhesives and sealants
- cement, plaster and building materials
- paints and decorating materials

- building hardware and materials
- supplies of soap, towels and paper goods
- pool chemicals.

Equipment may include:
- cleaning equipment, eg vacuum cleaners, water blasters
- gardening equipment and machinery, eg hedge trimmers, mulchers, cherry pickers
- building and maintenance equipment and machinery ,eg. cement mixers, floor sanders
- miscellaneous equipment, eg fans, sprays, heating equipment.

Services may include:
- repair and maintenance work
- tree lopping and specialised gardening services
- landscaping and design
- painting and decorating
- building.

Stock control systems may be:
- manual
- computerised.

Reasons for deterioration of materials may include:
- lack of rotation leading to product deterioration
- inappropriate storage conditions
- access by pests or vermin
- theft
- overstocking.

Regulatory requirements may relate to:
- storage and handling of particular goods
- use of particular equipment and machinery
- security
- licensing requirements for operation of certain equipment.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:
- range and use of materials, equipment and services appropriate and available for particular enterprise requirements and jobs
- typical stock control and stocktaking procedures as appropriate to industry sector
- record keeping systems
- stock security systems
- reasons for material loss and damage
- enterprise policies and procedures related to supply and maintenance of materials, equipment and services.
- regulatory and OH&S requirements requirement for storage, handling and operation of particular materials and equipment required for the job
- licensing requirements for operation of particular equipment and machinery
- sources of information on available materials, equipment and services

- negotiation skills to arrange supply of services and materials
- budgeting and working within budgets
- record keeping related to supply and purchase of materials, equipment and services.

Linkages to Other Units

This unit has linkages with the following units, and combined training and assessment is recommended:
- THHGGA06B Receive and store stock
- THHGGA07B Control and order stock
- THCGHS04B Handle hazardous materials safely

In some industry sectors this unit is carried out by team leaders or supervisors, and in these instances combined training and assessment with the following may be appropriate:
- THHGLE01B Monitor work operations
- THHGLE17B Manage and purchase stock

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to maintain continuous supply of required materials and equipment within a specific tourism and hospitality industry environment
- ability to make cost effective judgements about supply, purchase or hire of materials, equipment and services.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate control and monitoring of materials, equipment and services over a period of time
- project or work activities involving the purchase or hire of equipment or services
- use of industry-current stock control technology or documentation
- involvement of external suppliers and service providers.

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes involved in receiving and storing stock can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- review of activities undertaken by the candidate to monitor materials and equipment for a given period of time for a specific enterprise
- written or oral questions to test knowledge of reasons for decisions made regarding provision of external services
- case studies to assess whether to purchase or hire services or equipment for a particular job
- review of workplace reports and records related to stock control, prepared by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Carrying out stocktaking Determining stock levels Sourcing information on available materials, equipment and services
Communicating Ideas and Information	2	Ordering stock from suppliers Explaining to others about storage, systems etc Completing stock records, requisitions and orders Negotiating with suppliers and service providers
Planning and Organising Activities	2	Maintaining stock levels, controlling stock Organising stocktakes Organising distribution and supply of materials
Working with Others and in Teams	2	Ensuring that stock levels are sufficient for the requirements of a particular team or section Liaising to determine stock requirements
Using Mathematical Ideas and Techniques	2	Calculating amounts required for ordering Counting quantities during stocktakes Calculating relative costs of hiring, purchasing or leasing equipment Working out whether planned services to be hired fall within budgetary requirements
Solving Problems	2	Dealing with discrepancies in stock levels, differences between orders and deliveries Handling the situation where there are problems with quality of goods on delivery or in storage, or in services provided
Using Technology	1	Using computerised stock control systems

Financial Administration

CONTENTS

THHGFA01B   Process financial transactions

Unit Descriptor

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.

Element	Performance Criteria
1 **Process receipts and payments**	1.1 Receive and check cash float accurately where appropriate using correct documentation.
	1.2 Check payments received from the customer and give correct change where appropriate.
	1.3 Prepare and issue accurate receipts including all relevant tax details.
	1.4 Process and record transactions in accordance with enterprise and financial institution procedures.
	1.5 When cash payments are required, check documents and issue cash according to enterprise procedures.
	1.6 Conduct transactions using appropriate software applications correctly.
	1.7 Conduct transactions to meet enterprise speed and customer service standards.

2	**Reconcile takings**	2.1	Perform balancing procedures at the designated times in accordance with enterprise policy and in consultation with colleagues.
		2.2	Where appropriate, separate any cash floats from takings prior to balancing procedure and secure in accordance with enterprise procedures.
		2.3	Determine register/terminal reading or printout accurately where appropriate.
		2.4	Remove payments received and transport in accordance with enterprise security procedures.
		2.5	Count and calculate payments accurately.
		2.6	Determine balance between register/terminal reading and sum of payments accurately.
		2.7	Investigate or report discrepancies in the reconciliation within scope of individual responsibility.
		2.8	Record takings in accordance with enterprise procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Transactions may include:
- cash
- credit cards
- cheques
- EFTPOS
- deposits
- advanced payments
- vouchers
- company charges
- refunds
- travellers cheques
- foreign currency.

Reconciliations may be either manual or electronic.

Security procedures may relate to:
- the process for taking cash from customers
- managing floats (eg. when to reduce)
- maintaining low levels of cash in tills
- rules for when and how cash should be counted

- handling customer claims of short change
- hold-up procedures.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- basic numeracy skills
- procedures for processing different types of transactions
- underpinning principles of the reconciliation/balancing process
- the role and importance of the reconciliation/balancing process in a broader financial management context
- security procedures for cash and other financial documentation
- the nature of GST and how it affects financial transactions in a given industry context.

Linkages to Other Units

This unit underpins a wide range of other operational units. As such, combined training and assessment is recommended based on the specific needs of industry sectors and individual workplaces. There is also a strong link between this unit and the following unit:
- THHGFA02B Maintain financial records

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to conduct accurate and secure financial transactions
- ability to accurately balance transactions within acceptable enterprise timeframes
- knowledge of security principles and procedures in relation to tender and other financial documentation.

Context of Assessment and Resource Implications

Assessment must ensure:
- use of legal tender/industry current processing equipment (eg. credit card machines, tills)
- processing of multiple transactions
- involvement of others in the transaction process where appropriate to reflect the relevant industry environment (eg. multiple customers at a bar)
- presence of time-constraints to reflect the relevant industry environment (eg. several people waiting to pay their bill).

Assessment Methods

Assessment methods must be chosen to ensure that accurate processing of transactions can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate processing financial transactions and balancing takings
- review of reconciliation documentation prepared by the candidate
- written or oral questions to assess knowledge of procedures for cash and/or non-cash transactions
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Completing a credit card transaction
Communicating Ideas and Information	1	Informing customers of the correct amount due
Planning and Organising Activities	1	Organising reconciliation of takings
Working with Others and in Teams	1	Liaising with colleagues in relation timing of float replenishment
Using Mathematical Ideas and Techniques	1	Calculating change due to a customer
Solving Problems	1	Investigating a discrepancy when reconciling takings
Using Technology	1	Using an electronic till

THHGFA02B   Maintain financial records

Unit Descriptor

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.

Element	Performance Criteria	
1 Post transactions	1.1	Interpret source documents accurately in preparation for entering transaction.
	1.2	Identify any irregularities in documentation promptly and take action to resolve within scope of individual responsibility and designated timelines.
	1.3	Check or obtain correct authorisation for entry.
	1.4	Select correct account and journal for intended entry.
	1.5	Enter credit and debit transactions into journals accurately, including correct allocation of all amounts, within designated timelines.
	1.6	Support journal entries with explanation and cross-referencing to support documentation where necessary
	1.7	Cross-check source documentation with entered transaction to ensure matching.
	1.8	File source documents in the correct location and in accordance with enterprise procedures.

2	**Reconcile transactions to a balance**	2.1	Check documentation and balances accurately to ensure matching.
		2.2	Where appropriate, use reconciliation features of computerised systems correctly to assist the reconciliation process.
		2.3	Investigate and clear outstanding entries accurately and promptly.
		2.4	Identify, investigate or report discrepancies in accordance with scope of individual responsibility.
		2.5	Finalise reconciliations accurately and within designated timelines.
3	**Retrieve financial information**	3.1	Interrogate financial records correctly to identify required information.
		3.2	Generate and distribute relevant financial information or reports at designated times and in accordance with requests from colleagues.
		3.3	Check financial reports for accuracy prior to distribution.
		3.4	Identify, investigate or report discrepancies in accordance with scope of individual responsibility.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Financial recording and bookkeeping systems may be manual or computerised.

Source documents may include:
- cheques
- deposit books
- cheque requisitions
- tax invoices
- credit notes
- expense vouchers
- petty cash vouchers
- bank statements.

Transactions may relate to:
- cash receipts
- cash payments

- petty cash
- sales
- refunds
- rebates
- interest expenses or interest received
- direct debits and credits
- returns and allowances journals
- bad debts journal
- main, general journal
- payroll journal.

Reconciliations may relate to:
- single system reconciliations
- creditor statements
- petty cash
- foreign currency
- bank reconciliations
- guest accounts
- travel files
- taxation.

Routine financial reports may relate to:
- period reports on receipts or disbursements
- account summaries
- short term trading information
- GST paid or received.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- features of financial record keeping systems relevant to the industry sector or enterprise
- the bookkeeping cycle relevant to a particular industry sector or enterprise
- principles of bookkeeping and general understanding of bookkeeping terminology including chart of accounts, reporting period, ledgers, double-entry, debits, credits, debtors, creditors, income, expenditure, receipts, disbursements, transactions, journals, accounts, reconciliations, unpresented cheques, bank charges, direct debits and credits
- the impact of GST on the bookkeeping process in the relevant industry context, including the types of transactions that attract GST or are GST exempt and the reporting requirements for GST for different businesses
- bookkeeping terminology of specific relevance to the industry sector or enterprise
- income and expenditure types relevant to a particular industry sector or enterprise
- the nature of source documents relevant to a particular industry sector or enterprise.

Linkages to Other Units

This unit is linked to other operational units and combined training and assessment may be appropriate. The operational and service units would vary depending upon the industry context but may include units such as:

- THHBFO2B Provide accommodation reception services

Critical Aspects of Assessment

Evidence of the following is critical:

- understanding of financial record-keeping processes as they apply to a particular industry sector or enterprise
- ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements
- ability to complete accurate reconciliations and resolve routine bookkeeping problems within enterprise-acceptable timeframes.

Context of Assessment and Resource Implications

Assessment must ensure:

- use of industry-current accounting systems
- posting of multiple transactions of different types over a period of time to reflect the typical trading/reporting period within a given sector or enterprise
- completion of reconciliations which include data of a size, scope and nature to reflect current industry practice
- generation of financial information and routine reports which reflects current industry format and practices
- presence of time constraints that reflect the relevant industry environment
- integration of problem-solving (eg. identifying and resolving errors in reports)

Assessment Methods

Assessment methods must be chosen to ensure that skills in maintaining financial records can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate using a system to post transactions
- review of the accuracy of reconciliations, financial records or reports prepared by the candidate
- review of documentation used or prepared by the candidate to prepare financial records
- problem-solving exercises to address typical bookkeeping errors and problems
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collating source documentation ready for system entry
Communicating Ideas and Information	1	Providing an update to management on the status of a particular account
Planning and Organising Activities	1	Filing documentation
Working with Others and in Teams	1	Checking with a colleague on a bookkeeping issue
Using Mathematical Ideas and Techniques	1	Entering amounts accurately into the accounting system
Solving Problems	1	Investigating a discrepancy on a source document
Using Technology	1	Generating reports from the accounting system

BSBADM309A   Process accounts payable and receivable

Unit Descriptor

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.

Element	Performance Criteria
1 Maintain financial journal systems	1.1 Check source documents for accuracy and authorisation.
	1.2 Refer errors and discrepancies in source documents for resolution in accordance with organisational policy and procedures.
	1.3 Enter transactions into the cash and credit journal system in accordance with organisational policy and procedures and accounting requirements.
	1.4 Total credit journals in accordance with organisational policy and procedures.
2 Prepare bank reconciliations	2.1 Check cash journals against bank statements to identify differences.
	2.2 Update cash journals with relevant data from bank statement.
	2.3 Identify discrepancies and refer to the appropriate staff member/agency.
	2.4 Total cash journals in accordance with organisational policy and procedures.
	2.5 Prepare regular reconciliation reports with designated timelines.

3	**Maintain accounts payable and accounts receivable systems**	3.1	Enter transactions into individual accounts payable and accounts receivable in accordance with organisational policy and procedures and accounting requirements.
		3.2	Prepare for reconciliation purposes schedules of accounts payable and accounts receivable in accordance with organisational requirements.
		3.3	Reconcile schedule of accounts payable and accounts receivable with journal data or general ledger in accordance with organisational requirements.
4	**Process payments for accounts payable**	4.1	Reconcile accounts payable statements with accounting records in accordance with organisational policy and procedures.
		4.2	Check payment documentation for accuracy of information and rectify discrepancies and errors in accordance with organisational requirements.
5	**Prepare statements for accounts receivable**	5.1	Produce and check accounts receivable statements for accuracy of content in accordance with organisational policy and procedures.
		5.2	Rectify discrepancies and dispatch statements within designated timeline.
6	**Follow up outstanding accounts**	6.1	Maintain accounts receivable ledger system in accordance with organisational requirements to reflect the current cedit situation.
		6.2	Conduct aged analysis of accounts receivable to identify outstanding accounts and determine collection procedures in accordance with organisational requirements.
		6.3	Report or follow up outstanding accounts in accordance with organisational policy and procedures.
		6.4	Monitor and review credit terms in accordance with credit policy and procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- National, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Source documents may include
- invoices received
- invoices issued
- credit notes received
- credit notes issued
- cheque butts
- receipts.

Transactions may include:
- credit purchases
- credit sales
- returns
- day-to-day expenses
- purchases paid by cheque
- withdrawal of cash by owner
- payments to creditors
- interest charges and bank fees
- capital contributions in cash by owner
- payments received by debtors
- cash sales
- cash purchases
- commission
- interest revenue.

Journals may include:
- purchases journal
- purchases returns journal
- cash payments journal
- sales journal
- sales returns journal
- cash receipts journal.

Systems may include:
- manual
- computerised.

Discrepancies may include:
- bank charges
- interest
- dishonoured cheques
- direct payments
- direct deposits.

Accounts payable and accounts receivable system may include:
- accounts payable subsidiary ledger
- accounts payable schedule
- accounts receivable subsidiary ledger
- accounts receivable schedule.

Journal data may include:
- purchases journal total
- purchases returns journal total
- accounts payable data from cash payments journal
- sales journal total
- sales returns journal total
- accounts receivable data from cash receipts journal.

Checking of payment documentation may include:
- attachment of supporting invoices, statements
- calculation of discount
- cheque data
- remittance advice data.

Accounts receivable statements may include:
- manual system
- computerised system
- name and address of supplier
- name and address of client/accounts receivable
- month to which statement is applicable
- opening balance if applicable
- information about any sales, sales returns, credit, forward orders and payments which have occurred throughout the month
- final balance with overdue details if appropriate
- any payments received allocated on an invoice by invoice basis
- discount policy.

Credit terms may include:
- cash on delivery
- cancellation of agreed credit arrangements
- arrangements for settlement.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- the organisation's accounting system and procedures
- policies and procedures across the range of tasks required
- relevant source documents and information contained within source documents
- definition of accounts payable and accounts receivable

- cross-checking techniques
- limit of scope of own responsibility
- Australian Taxation Office regulations
- literacy skills to read and understand financial procedures; select and apply the procedures and strategies needed to perform a range of tasks after reading appropriate texts; follow sequenced written instructions
- numeracy skills to use knowledge of mathematical concepts; interpret, compare and calculate with whole numbers and money; decimal fractions and percentages in some unfamiliar contexts
- problem solving skills to use approximation to check for discrepancies
- communication skills follow oral instructions; questioning
- proofreading skills to check calculations
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Linkages to Other Units

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- knowledge of accounting record keeping system with regard to maintenance of journals and subsidiary ledgers
- accurate entry of data into journal and subsidiary ledger system
- reconciliation of subsidiary ledger system with journal or general ledger data
- systematic tracing of errors.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:
- workplace reference materials such as procedural manuals and company policy
- cash journals
- credit journals

- accounts payable and accounts receivable subsidiary ledgers
- calculator
- computer equipment and relevant software
- workplace reference materials such as procedural manuals and company policy.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of account payable or receivable documents prepared by the candidate
- case studies to determine and resolve discrepancies in accounts payable or receivable
- oral and written questions to assess knowledge of accounting systems
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Posting entries to journals and ledgers
Communicating Ideas and Information	2	Through debtor and creditor statements
Planning and Organising Activities	1	Processing payments and receipts
Working with Others and in Teams	1	Referring discrepancies outside scope of authority
Using Mathematical Ideas and Techniques	2	Checking calculations and work with money, decimals and percentages
Solving Problems	2	Following up outstanding accounts
Using Technology	1	Operating computerized financial record keeping systems if required

BSBADM308A   Process payroll

Unit Descriptor

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.

Element	Performance Criteria
1 Record payroll data	1.1 Check payroll data and clarify discrepancies with designated person(s).
	1.2 Enter employee pay period details, deductions and allowances in payroll system in accordance with source data.
	1.3 Calculate payments due to individual employees, reflecting standard pay and variations, in accordance with employee source data.
2 Prepare payroll	2.1 Prepare payroll within designated timelines in accordance with organisational policy and procedures.
	2.2 Reconcile total wages for pay period, check and correct irregularities, or refer to a designated person/s for a resolution.
	2.3 Payments are arranged in accordance with organisational and individual requirements.
	2.4 Payroll and individual pay advice authorisations are obtained in accordance with organisational requirements.
	2.5 Produce, check and store payroll records in accordance with organisational policy and security procedures.
	2.6 Follow security procedures for processing payroll and maintaining payroll records.

3   Handle payroll enquiries   3.1   Respond to payroll enquiries in accordance with organisational and legislative requirements.

3.2   Provide information in accordance with organisational and legislative requirements.

3.3   Refer enquiries outside area of responsibility/knowledge to designated person/s for resolution.

3.4   Complete additional information or follow-up action within designated timeline in accordance with organisational policy and procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Designated person/s may include:
- those who have the authority to approve payroll decisions
- immediate supervisor.

Pay period details may include:
- salary
- wage
- casual wage
- contract
- piecework
- commission
- bonus.

Deductions and allowances may include:
- income tax
- superannuation contributions
- health insurance
- union dues
- travel allowance
- car allowance
- meal allowance.

Payroll system may include:
- manual or computerised.

Source documents may include:
- employee records/history
- employee earnings and payroll register
- employee timesheets.

Variations may include:
- rates of pay
- overtime
- holiday loading
- paid leave
- unpaid leave
- long service leave
- taxation
- sick leave.

Payroll preparation may include:
- calculation of gross pay
- taxation and other deductions
- net pay
- preparing cheques
- electronic funds transfer
- cash analysis
- preparing pay advice slips.

Payroll records may include:
- pay advice slips
- employee summary report
- cash analysis sheets
- end of month reports
- electronic funds transfer
- taxation reports
- end of year reports
- group certificates.

Enquiries may include:
- face-to-face
- email
- fax
- telephone.

Legislative requirements may include:
- confidentiality and security of records
- Australian Tax Office regulations –eg Australian Business Number, Employment Declaration Forms
- payroll tax
- PAYG tax
- Medicare levy
- HECS.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:

- organisational policy and procedures
- structure of authority in organisation
- literacy skills to read and understand the organisation's financial policies and procedures and legislative procedures, write cheques or salary authorisations; prepare pay advice slips; maintain records
- numeracy skills for calculating gross and net pay, comparing differing rates of pay over a given time span of the same nature, preparing cash analysis sheets, reconciling figures
- communication skills including questioning, clarifying, reporting
- problem solving skills for reconciling figures and resolving employee enquiries within scope of own responsibility
- time management to meet designated timelines
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Linkages to Other Units

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines.

Critical Aspects of Assessment

Evidence of the following is critical:

- .integrated demonstration of all elements of competency and their performance criteria
- knowledge and application of legislative requirements
- accurate data input
- knowledge of organisational guidelines relating to security and confidentiality of information.

Context of Assessment and Resource Implications

Assessment must ensure:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:

- workplace reference materials such procedural manuals and company policy
- calculator
- computer equipment and relevant software
- payroll data from preceding pay periods.

In order to achieve consistency performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of payroll records and documentation developed by the candidate for a nominated industry situation
- oral and written questions to assess knowledge of payroll procedures
- role-play to assess ability to respond to typical payroll enquiries
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Input employee information
Communicating Ideas and Information	1	Respond to enquiries
Planning and Organising Activities	1	Process payroll and prepare pay advice slips
Working with Others and in Teams	1	Deal with irregularities outside area of responsibility
Using Mathematical Ideas and Techniques	2	Calculate gross and net pay
Solving Problems	1	Identify and correct irregularities
Using Technology	1	Process payroll if required

BSBADM310A   Maintain a general ledger

Unit Descriptor

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.

Element	Performance Criteria
1 Process journal entries	1.1 Prepare general journal entries in accordance with accounting requirements.
	1.2 Post journals into general ledger system in accordance with organisational policy and procedures and accounting standards.
	1.3 Reconcile accounts payable and accounts receivable subsidiary ledger systems with general ledger.
	1.4 Process and maintain the accounting equation and complete within designated timelines.
2 Prepare a trial balance	2.1 Prepare trial balance of the general ledger system in accordance with organisational requirements and accounting standards.
	2.2 Identify and rectify irregularities where trial balance does not balance or refer for resolution in accordance with organisational policy and procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice and legislation.

General journal entries may include:
- purchase of a non-current asset on credit
- sale of a non current asset on credit
- correction of posting errors
- opening entries

- interest expense
- interest receivable
- bad debts written off
- withdrawal of stock/assets by owner.

Source journals for general ledger may include:
- cash receipts journal
- cash payments journal
- sales journal
- sales return journal
- purchases journal
- purchases returns journal
- general journal.

General ledger system may include:
- manual
- computerised.

Reconciling accounts payable and accounts receivable systems may include:
- checking accuracy of accounts payable balances with general ledger control account
- checking accuracy of accounts receivable balances with general ledger control account.

Preparing trial balance may include:
- listing the ledger account balances from the general ledger
- checking total debits equal total credits
- tracing errors.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- accounting system and procedures
- the organisation's policies and procedures across the range of tasks required
- source documents and information contained within source documents
- definition of credits/creditors and debits/debtors
- cross-checking techniques
- limit of scope of own responsibility
- literacy skills to read and understand financial procedures; select and apply the procedures and strategies needed to perform a range of tasks; follow sequenced written instructions
- numeracy skills to interpret, use knowledge of mathematical concepts, compare and calculate with whole numbers and money; decimal fractions and percentages in some unfamiliar contexts; use a combination of oral and written mathematical and general language for the record keeping process
- communication skills to listen to and follow oral instructions; question to clarify information

- proofreading skills to check calculations
- problem solving skills to reconcile different pieces of mathematical information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Linkages to Other Units

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- explanation of the purpose of the general journal and the relationship between journals and the general ledger
- accurate entry of data
- implementation of double-entry principles
- systematic tracing of errors.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:
- enterprise policy and procedures manual
- relevant standards and legislation
- source journals
- accounting system, paper-based, electronic.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of accounting reports prepared by the candidate
- activity to prepare trial balance for a given set of accounts and accounting period
- oral and written questions to assess knowledge of accounting terminology and procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Posting journal entries into the general ledger
Communicating Ideas and Information	2	Through balanced reporting outcomes
Planning and Organising Activities	1	Complying with organizational procedures and accounting standards
Working with Others and in Teams	1	Referring irregularities outside own scope of responsibility
Using Mathematical Ideas and Techniques	2	Reconciling journals and preparing a trail balance
Solving Problems	2	Finding and correcting irregularities
Using Technology	1	Maintaining a general ledger, if required

THHGFA06A   Interpret financial information

Unit Descriptor

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.

Element		Performance Criteria	
1	Access and interpret financial information	1.1	Identify and use relevant business performance indicators and benchmarks for decision-making purposes.
		1.2	Identify the range of financial information and reports required to effectively monitor business performance at a day-to-day operational management level.
		1.3	Access and review relevant financial information at appropriate times in accordance with enterprise policy and financial reporting periods.
		1.4	Interpret financial information correctly.
2	Apply financial information to management activities	2.1	Identify the financial information that applies to particular areas of work operation.
		2.2	Review financial information in terms of its impacts on day-to-day work operations and take action accordingly.
		2.3	Share appropriate financial information with colleagues in a timely manner.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Financial information must include:
- source documents
- journals
- transaction reports
- account summaries/balances
- profit and loss statements
- invoices
- budget reports
- expenditure reports (labour/non-labour).

Financial information may include:
- balance sheets
- trial balance
- receivables reports
- stocktaking sheets
- purchase summary reports
- stock reports
- variance reports
- wastage reports
- sales reports
- supporting reports (eg. covers, occupancy rates, staff costs, units sold)
- business activity statements
- labour/wages reports
- cashflow reports
- bank statements
- bank deposit documentation
- merchant statements
- transaction exemption reports
- cheque books
- credit card transaction statements
- banking summaries
- merchant summaries.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- understanding of the basic features of accounting and its purpose including:
  - chart of accounts and account categories (eg. assets, liabilities, equity, income, cost of sales, and expenses)
  - the basic rules underpinning double-entry accounting and the concept of debits and credits
  - accrual versus cash accounting
  - the profit and loss statement and the balance sheet as the key financial statements used to measure business performance (including role, how these reports are generated, format, features and key information an operational manager should look for)

- ▪ reporting periods (including variations such as different financial years)
- ▪ the concept of balancing entries and reconciliations
- ▪ concepts of costing including fixed and variable costs
- general features of computerised accounting packages including the types of packages available for different industry sectors
- overview of the financial record-keeping process and key terminology including:
- ▪ ledgers, subsidiary ledgers and journals
- ▪ transactions, receipts, disbursements
- ▪ invoices, accounts payable, debtors, creditors
- ▪ reconciliations, including purpose, different types of reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits
- ▪ cashflow
- financial terminology used specific to different industry sectors (eg. average spend, cover, ullage, Travel Compensation Fund requirements)
- overview of the GST accounting and reporting processes for business and the impact of this on day-to-day operations.

Linkages to Other Units

This unit underpins effective performance in a range of other financial and business units. Combined training and assessment is strongly recommended. Examples of related units are:
- THHGLE13B Manage finances within a budget
- THHGLE14B Prepare and monitor budgets
- THHGLE15B Manage financial operations

Critical Aspects of Assessment

Evidence of the following is critical:
- understanding of the accounting process and of key accounting terminology
- ability to interpret financial information and determine the relationship between the information and the performance of a business.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to interpret financial information relating to the performance of a tourism or hospitality business
- use of commercially-realistic financial data and reports.

Assessment Methods

Assessment methods must be chosen to ensure that skills in interpreting financial information can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- case studies which allow the candidate to report on business performance through analysis of financial reports
- oral or written questions to assess knowledge and understanding of accounting concepts and terminology

- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Interpreting monthly income and expenditure statements
Communicating Ideas and Information	2	Explaining financial performance issues to staff members
Planning and Organising Activities	1	Accessing and analysing information at the appropriate time and applying this to workplace operations
Working with Others and in Teams	2	Discussing ways in which business performance could be improved with colleagues
Using Mathematical Ideas and Techniques	2	Calculating percentage increases or decreases in expenditure or income
Solving Problems	2	Investigating an apparent discrepancy in financial information
Using Technology	1	Using a computerised accounting system to generate financial information

BSBADM505A   Manage payroll

Unit Descriptor

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.

Element	Performance Criteria
1 Establish procedures for the management of payroll	1.1 Establish security procedures that ensure the confidentiality and security of payroll information.
	1.2 Implement procedures to ensure that claims for allowances are substantiated.
	1.3 Establish control measures to safeguard the organisation's financial resources in accordance with legislative and organisational requirements.
	1.4 Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation.
2 Prepare payroll data	2.1 Use nominated industrial awards, contracts and government legislation to calculate gross pay and annual salaries.
	2.2 Calculate statutory and voluntary deductions using government and employee documentation.
	2.3 Provide payroll data to payroll processor for calculation within designated timelines.
3 Authorise payment of salaries	3.1 Check payroll and authorise for payment salaries and wages in accordance with organisational policy and procedures.
	3.2 Reconcile salaries, wages and deductions in accordance with organisational policy and procedures.

4	**Administer salary records**	4.1	Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements.
		4.2	Forward periodic deductions to nominated creditors within designated timelines.
		4.3	Accurately prepare and despatch payments to government authorities in accordance with the relevant government legislation.
		4.4	Calculate and/or transcribe and pay group tax amounts in accordance with taxation procedures.
		4.5	Prepare and reconcile from salary records employee group certificate amounts.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Security procedures may include:
- supervision of timesheets
- numbering of payroll registers
- employees signing for pay
- keeping payroll documents secure
- authorised access
- computer passwords
- backup files
- maintaining security and confidentiality of employees' details
- restricting access to electronic files and locking paper-based confidential information
- ensuring security of passwords/keys
- separating locations of confidential information
- storage of information off-site.

Control measures may include:
- reconciliation of records
- separation of duties
- authorisation requirements
- multiple checks and balances
- dual checking system.

Legislative and organisational requirements may include:
- corporations laws
- Superannuation Guarantee Act
- Australian Taxation Office regulations
- Australian Securities Commission requirements
- Australian Accounting and Auditing Standards
- organisational policy and procedures for cash handling.

Nominated industrial awards, contracts and government legislation may include:
- Federal/State awards
- enterprise agreements
- certified/workplace agreements.

Pay and salaries calculations may include:
- appropriate pay structure
- time sheets
- employment history cards
- sick leave
- annual leave loading
- long service leave
- penalty rates
- overtime
- allowances
- deductions
- salary packaging items
- salary sacrificing.

Statutory and voluntary deductions may include:
- payroll tax
- superannuation levy
- Medicare levy
- union fees
- insurance
- PAYE tax
- Higher Education Contribution Scheme.

Designated timelines may include:
- stipulated time period before pay is due to employees
- stipulated time period before employee departs organization
- Australian Taxation Office timelines for submission of group tax, fringe benefits tax etc.

Nominated creditors may include:
- union
- membership organization
- health funds
- vehicle leasing organizations
- government agencies

- Australian Taxation Office
- those nominated as part of salary packaging.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit: processing payroll

- organisational policies and procedures across the full range of tasks required
- confidentiality and security procedures
- Australian taxation office legislative requirements
- relevant government and statutory bodies in relation to payroll
- organisation's accounting system
- Superannuation Guarantee Act
- relevant industrial awards
- literacy skills to follow complex financial procedures and to follow and write detailed instructions and to interpret legislation
- numeracy skills to use financial formulae, calculate gross and net pay, compare differing rates of pay over a given time span of the same nature, prepare cash analysis sheets, reconcile figures and rectify anomalies
- communication skills to answer enquiries, explain and resolve discrepancies with employees
- problem solving skills to reconcile figures, resolve employees' enquiries; us processes flexibly and interchangeably
- proofreading to check for accuracy
- time management to meet designated timelines
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Linkages to Other Units

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- resolution of problems in dealing with staff enquiries and in reconciling records.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:
- organisation's accounting system
- paper-based/electronic payroll system
- relevant Australian Taxation Office legislation
- Australian Accounting and Auditing Standards
- Superannuation Guarantee Act
- Higher Education Contribution Scheme
- relevant industrial awards
- certified/workplace agreements
- organisational contracts
- calculator.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of report prepared by the candidate proposing payroll procedures and systems for a nominated workplace
- oral and written questions to assess knowledge of statutory requirements
- case study to assess ability to develop a payroll system for a particular workplace
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Gather information from legislation, awards and agreements
Communicating Ideas and Information	3	Informing payroll processors
Planning and Organising Activities	3	Deal with end-of-month and end of financial year requirements
Working with Others and in Teams	2	Deal with employee enquires
Using Mathematical Ideas and Techniques	3	Reconcile amounts
Solving Problems	3	Ensure the security and confidentiality of records
Using Technology	2	Store payroll information as required

BSBADM408A   Prepare financial reports

Unit Descriptor

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.

Element		Performance Criteria	
1	**Maintain asset register**	1.1	Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures.
		1.2	Determine method of calculating depreciation in accordance with organisational requirements.
		1.3	Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements.
2	**Record general journal entries for balance day adjustments**	2.1	Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy and procedures.
		2.2	Adjust expense and revenue accounts for prepayments and accruals in accordance with organisational policy and procedures and accounting requirements.
		2.3	Record bad and doubtful debts in accordance with organisational policy and procedures and accounting requirements.
		2.4	Adjust ledger accounts for inventories, and transfer to final accounts in accordance with organisational policy and procedures and accounting requirements.

3	**Prepare final general ledger accounts**	3.1	Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy and procedures and accounting requirements.
		3.2	Post to final general ledger accounts system revenue and expenses account balances for reporting period in accordance with organisational policy and procedures and accounting requirements.
		3.3	Prepare final general ledger accounts to reflect gross and net profits for reporting period in accordance with organisational policy and procedures and accounting requirements.
4	**Prepare end-of-period financial reports**	4.1	Prepare revenue statement in accordance with organisational requirements to reflect operating profit for reporting period.
		4.2	Prepare balance sheet in accordance with organisational requirements to reflect financial position of business at end of reporting period.
		4.3	Identify and correct errors, or refer for resolution in accordance with organisational policy and procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- National, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Calculation of depreciation may include:
- straight-line method
- reducing balance method.

Expense account may include:
- rent paid
- insurance
- rates
- wages and salaries
- freight inward/outward
- interest paid

- distribution expenses
- electricity
- telephone/fax.

Revenue accounts may include:
- interest received
- commission received
- rent received.

Prepayments and accruals may include:
- prepaid expenses
- prepaid revenue
- accrued expenses
- accrued revenue.

Bad and doubtful debts may include:
- writing off bad debts against provision for doubtful debts
- calculation of provision for doubtful debts.

Inventories may include:
- goods for resale
- stationery/office supplies.

Final accounts may include:
- trading
- profit and loss.

Revenue statement comprises:
- cost of goods sold if applicable
- unclassified adjusted expenses and revenue
- gross profit
- operating net profit.

Reporting period may include:
- financial year
- as determined in organisational procedures.

Balance sheet comprises:
- narrative or T format
- unclassified assets and liabilities.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
- double-entry bookkeeping principles
- general journal and general ledger entries

- literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organization's accounting procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills in relation to calculation of percentages, addition and subtraction
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Linkages to Other Units

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines.

Critical Aspects of Assessment

Evidence of the following is critical:
- .integrated demonstration of all elements of competency and their performance criteria
- adherence to Australian Accounting and Auditing Standards
- adherence to double-entry principles
- systematic tracing of errors.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:
- Australian Accounting and Auditing Standards
- organisational accounting procedures.

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of financial reports prepared by the candidate for a particular work-related operation or project
- evaluation of assets register for a particular enterprise on location prepared by the candidate
- case studies or problem-solving activities to test the candidate's ability to identify discrepancies, determine cause and balance the accounts
- review of portfolio of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Preparing an asset register
Communicating Ideas and Information	2	Through revenue statements and balance sheets
Planning and Organising Activities	1	Preparing end-of-period financial reports
Working with Others and in Teams	1	Correcting or referring errors for resolution
Using Mathematical Ideas and Techniques	2	Calculating depreciation, preparing revenue statements and balance sheets
Solving Problems	2	Ensuring accounts balance
Using Technology	2	Preparing or generating financial reports as required

Computer Technology

**COMPETENCY STANDARDS FOR THE
CARAVAN INDUSTRY TRAINING PACKAGE**

CONTENTS

BSBCMN108A   Develop keyboard skills

Unit Descriptor

This covers the development of basic keyboard skills using touch-typing techniques
This unit is related to BSBCMN213A Produce simple wordprocessed documents and
BSBCMN214A Create and use simple spreadsheets. This unit has been developed for the
Business Services Training Package.

Element		Performance Criteria	
1	**Use safe work practices**	1.1	Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
		1.2	Ensure that work organisation meets organisational and OH&S requirements for computer operation.
2	**Identify and develop keyboard skills**	2.1	Identify and apply keyboard functions.
		2.2	Apply touch typing technique to complete a task.
		2.3	Develop speed and accuracy in accordance with workplace requirements for level of responsibility.
3	**Check accuracy**	3.1	Proof read the document carefully to identify errors.
		3.2	Amend the document, correct errors and complete final check for accuracy.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify
how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
• award and enterprise agreements
• national, State/Territory legislative requirements especially in regard to OH&S
• industry codes of practice.

Ergonomic requirements may include:
• workstation height and layout
• chair height, seat and back adjustment
• footrest

- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks
- VDU eye testing.

Keyboard skills may relate to:
- alpha or numeric keyboard functions
- word processing, spreadsheets or data entry legal and organisation policy/guidelines and requirements.

Touch typing technique may vary according to:
- workplace requirements
- level of competency of operator.

Expectations of speed and accuracy must be:
- consistent with degree of experience
- relevant to the level of responsibility.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- organisational benchmarks for keyboarding
- ergonomic requirements for using keyboards
- basic keyboard functions
- basic touch-typing techniques and strategies
- communication skills to identify lines of communication, request advice, effectively question, follow instructions and receive feedback
- problem solving skills to solve routine problems in the workplace, while under direct supervision
- technology skills to use equipment safely while under direction, basic keyboard, touch typing and mouse using skills to produce simple documents.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN213A Produce simple word processed documents
- BSBCMN214A Create and use simple spreadsheets

Critical Aspects of Assessment

Evidence of the following is critical:
- knowledge of organisational requirements for simple documents
- application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in an actual workplace or simulated environment
- assessment which reinforces the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit
- the candidate has access to appropriate documentation and resources normally used in the workplace
- in order to achieve consistency of performance, collection of evidence over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of text produced by the candidate
- demonstration of keyboarding skills to produce a text within a designated timeframe
- oral or written questions to assess knowledge of keyboard functions
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reviewing workplace safety issues against requirements
Communicating Ideas and Information	1	Reading and following instruction manuals
Planning and Organising Activities	1	Organising computer access
Working with Others and in Teams	1	Clarifying requirements for particular tasks
Using Mathematical Ideas and Techniques	1	Calculating timing to complete keyboarding tasks
Solving Problems	1	Dealing with a situation where the printer is not responding
Using Technology	1	Using software features to complete tasks

BSBCMN205A Use business technology

Unit Descriptor

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.

Element	Performance Criteria
1 Select and use technology	1.1 Select appropriate technology and software applications to achieve the requirements of the task.
	1.2 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.3 Use technology according to organisational requirements and in a way which promotes a safe work environment.
2 Process and organise data	2.1 Identify, open, generate or amend files and records according to task and organisation requirements.
	2.2 Operate input devices according to organisational requirements.
	2.3 Store data appropriately and exit applications without damage to or loss of data.
	2.4 Use manuals, training booklets and/or on-line help or help-desks to overcome basic difficulties with applications.
3 Maintain computer technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements.
	3.2 Carry out and/or arrange routine maintenance to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements.
	3.3 Identify accurately equipment faults and take action in accordance with manufacturer's instructions or by reporting fault to the designated person.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Technology may include:
- computer technology, such as laptops and PCs
- digital cameras
- zip drives
- modems
- scanners
- printers.

Software applications may include:
- email, Internet
- word processing, spreadsheet, database, accounting, or presentation packages.

Organisational requirements may relate to procedures including:
- log-on procedures
- correctly identifying and opening files
- locating data
- saving and closing files
- OH&S policies, procedures and programs
- storing data
- manufacturer's guidelines
- legal and organisation policy/guidelines and requirements.

Input devices may include:
- keyboard
- numerical key pad
- mouse
- scanner.

Storage of data may include:
- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back up systems
- appropriate storage/filing of hard copies of computer generated documents.

Technology consumables may include:
- printer ribbons and cartridges
- CD-ROM
- zip disks
- print heads

- floppy disks
- toner cartridges
- backup tapes.

Routine maintenance may include:
- regular checking of equipment
- replacing consumables
- "in-house" cleaning and servicing of equipment according to manufacturer's guidelines
- periodic servicing by qualified or manufacturer approved technician.

Equipment faults or problems may be identified or anticipated by:
- routine checking of equipment
- preparation of a maintenance program
- encouraging feedback from work colleagues
- regular back-ups of data
- keeping a log book of detected faults
- regular OH&S inspections.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- the organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions
- the correct log-on and shut-down procedures for computer equipment
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals
- methods of detecting faults in and solving problems with business technology
- literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;
- communication skills to request advice, receive feedback and work with a team
- problem solving skills to solve routine problems
- keyboarding skills to produce basic workplace documents.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN108A Develop keyboarding skills
- BSBCMN213A Produce simple word processed documents

Critical Aspects of Assessment

Evidence of the following is critical:
- selection and application of functional software applications to produce workplace documents
- application of OH&S procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances
- access, retrieval and storage of required data.

Context/s of Assessment and Resource Implications

Assessment must ensure:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit is undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit
- the learner and trainer should has access to appropriate documentation and resources normally used in the workplace
- in order to achieve consistency, evidence is collected over a set period of time, sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that the skills to create and use simple databases can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of documents produced by the candidate
- direct observation of the candidate using technology to complete work tasks
- oral or written questions to assess knowledge of hardware/software functions or safety requirements.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Selecting appropriate software
Communicating Ideas and Information	1	Liaising with colleagues in relation to computer performance
Planning and Organising Activities	1	Organising computer maintenance
Working with Others and in Teams	1	Clarifying requirements for particular tasks
Using Mathematical Ideas and Techniques	1	Calculating timing of maintenance activities
Solving Problems	1	Dealing with a situation where the printer is not responding
Using Technology	1	Using software features to complete tasks

BSBCMN213A   Produce simple word-processed documents

Unit Descriptor

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.

Element	Performance Criteria	
1 Use safe work practices	1.1	Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2	Ensure that work organisation meets organisational and OH&S requirements for computer operation.
	1.3	Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements.
2 Confirm document requirements	2.1	Clarify document purpose, audience and presentation requirements with relevant personnel in accordance with organisational and statutory requirements.
	2.2	Open, generate and amend files and records according to task and organisational requirements.

3	**Produce documents**	3.1	Enter, check and amend text in accordance with organisational and task requirements.

3.2   Utilise software functions for consistency of design and layout and format document in accordance with organisational style and presentation requirements.

3.3   Use manuals, user documentation and on-line help to overcome problems with document presentation and production.

3.4   Preview, adjust and print mailable documents in accordance with organisational and task requirements.

3.5   Prepare documents within designated timelines, organisational requirements and Australian standards for speed and accuracy.

3.6   Name and store documents in accordance with organisational requirements and exit the application without information loss/damage.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture

- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- disposing of non-confidential waste paper in recycling bins
- utilising power-save options for equipment.

Documents may include:
- memos
- faxes
- letters
- standard form letters
- labels
- envelopes
- agendas
- minutes
- briefing papers
- short reports
- simple one-page flyers.

Software functions may include:
- default settings
- page set-up
- paragraph formatting
- text formatting
- tabs
- line spacing
- page numbers
- headers/footers
- spell check
- grammar check
- indent
- document protection.

Formatting may include:
- page orientation
- margins
- company logo/letterhead
- columns

- enhancements to text – colour, size, orientation
- enhancement to format – borders, patterns and colours
- alignment on page
- headers/footers.

Designated timelines may include:
- timeline agreed with supervisor/person requiring documents
- timeline agreed with internal/external client
- organisation timeline eg. deadline requirements.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Essential Knowledge and Skills to be Assessed:

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of the purposes of and the uses and function of wordprocessing software
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- formatting styles and rules of the organisations style guide
- effect of formatting on readability and appearance of documents
- keyboarding and technology skills
- literacy skills for reading and understanding the organisation's procedures; using basic models to produce a range of correspondence; using page layout to support text structure
- proofreading and editing skills for checking own work and re-reading for accuracy against original
- communication including questioning and clarifying
- problem solving skills to solve routine problems.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN108A Develop keyboard skills
- BSBCMN306A Produce business documents.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competence and their performance criteria
- knowledge of simple work processing functions
- knowledge of standard document layout
- knowledge of simple document design principles
- knowledge of organisational requirement for simple wordprocessed documents.

Context/s of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this units such as computer and software user manuals, company policy and procedural manuals
- the candidate has access to appropriate documentation and resources normally used in the workplace
- in order to achieve consistency of performance, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that the skills to create and use simple databases can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of documents produced by the candidate
- direct observation of the candidate using technology to complete work tasks
- oral or written questions to assess knowledge of hardware/software functions or safety requirements
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining the organisational style requirements for a particular document
Communicating Ideas and Information	2	Communicating through well-designed business documents
Planning and Organising Activities	2	Producing multiple documents within a tight timeframe
Working with Others and in Teams	2	Discussing document requirements, audience and purpose with colleagues
Using Mathematical Ideas and Techniques	2	Checking pagination and page numbering, determining spatial design requirements
Solving Problems	2	Dealing with 'widows', using manuals and on-line help
Using Technology	2	Using the paragraph formatting function

BSBCMN306A   Produce business documents

Unit Descriptor

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 links to the unit BSBCMN213A Produce simple wordprocessed documents. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Select and prepare resources	1.1 Select and utilise appropriate technology and software applications to produce required business documents.
	1.2 Identify organisational requirements for information entry, storage, output and quality of presentation prior to design of documentation.
	1.3 Adjust workspace, furniture and to suit the ergonomic requirements of the user.
2 Design document	2.1 Ensure that document design is appropriate for the efficient entry of information and maximises the presentation and appearance of information.
	2.2 Identify, open, generate and amend files and records according to task and organisational requirements.
	2.3 Use a range of functions to ensure consistency of design and layout.
	2.4 Operate input devices within designated speed and accuracy requirements.
3 Produce document	3.1 Complete document production within designated timelines according to organisational requirements.
	3.2 Check documents produced to ensure they meet task requirements for style and layout.
	3.3 Ensure storage of documents is appropriate and applications are exited without damage to or loss of information.
	3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Technology may include:
- computers
- scanners
- photocopiers
- printers.

Software may include:
- word processing packages
- spreadsheet packages
- database packages
- accounting packages
- presentation packages.

Business documents may include:
- newsletters
- client databases
- proposals
- reports
- accounts statements
- project reviews
- web pages.

Organisational requirements may include:
- quality assurances and/or procedures manuals
- log-on procedures
- legal and organisational policy/guidelines and requirements
- correctly identifying and opening files
- locating data
- budgets
- OH&S policies, procedures and programs
- security
- saving and closing files
- storing data
- manufacturer's guidelines.

Functions used when designing a document may include:
- using styles
- merging documents

- table formatting
- using columns
- spell checking
- editing
- alternating headers and footers.

Input devices may include:
- keyboard
- numerical key pad
- mouse
- scanner.

Storage of documents may include:
- storage in directories and sub-directories
- storage on CD-ROMs, disk drives or back up systems
- storage/filing of hard copies of computer generated documents
- storage/filing of hard copies of incoming and outgoing facsimiles
- storage/filing of incoming and outgoing correspondence.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- understanding the organisation's policies, plans and procedures
- understanding the functions and features of contemporary computer applications
- techniques and methods used to check accuracy
- understanding how to select appropriate technology for production requirements
- knowledge of organisational requirements for document design eg. style guide
- literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- problem solving skills to determine document design and production processes
- numeracy skills to access and retrieve data
- keyboarding and computer skills to complete a range of formatting and layout tasks.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN205A Use business technology
- BSBCMN213A Produce simple wordprocessed documents

Critical Aspects of Assessment

Evidence of the following is critical:
- selecting and applying appropriate technology and software
- designing and producing business documents using a software application

- using of a range of functions which enhance the presentation and readability of the document
- Applying OHS procedures for set up of workstation and operation of computer.

Context of Assessment and Resource Implications

Assessment must ensure:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit is undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit such as computer and software user manuals, company policy and procedural manuals
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace
- in order to achieve consistency, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of documents produced by the candidate
- observation of candidate using various features of software to produce documents
- oral or written questions to assess knowledge of software capabilities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Designing a particular document
Communicating Ideas and Information	2	Explaining the formatting restrictions for a particular document to a colleague
Planning and Organising Activities	2	Producing multiple documents within a tight timeframe
Working with Others and in Teams	1	Discussing document requirements with colleagues
Using Mathematical Ideas and Techniques	1	Checking pagination and page numbering
Solving Problems	1	Identifying and dealing with application problems
Using Technology	2	Using the paragraph formatting function

BSBADM304A   Design and develop text documents

Unit Descriptor

This unit covers design and development of predominantly text-based documents using advanced features of document design software. This unit is related to BSBCMN213A Produce simple wordprocessed documents. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Ensure that work organisation meets organisational and statutory requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements.
2 Establish parameters for text document design and structure	2.1 Identify organisational requirements for text-based business documents to ensure consistency of style and image.
	2.2 Determine task requirements for the design of text-based business documents to meet organisational purposes.
3 Design text documents	3.1 Design text document structure to suit the purpose, audience and information requirements of the task.
	3.2 Design text document to enhance readability and appearance and meet organisational and task requirements for style and layout.
	3.3 Use stylesheets and automatic functions to ensure consistency of design and layout.

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4	**Produce text documents**	4.1 Use advanced software functions to enable efficient production of text documents.
		4.2 Enter or import text and other data and edit it to meet required specifications.
		4.3 Preview, adjust and print text documents in accordance with organisational and task requirements.
		4.4 Name and store text in accordance with organisational requirements and exit the application without information loss/damage.
		4.5 Prepare text documents within designated timelines and organisational requirements for speed and accuracy.
		4.6 Use manuals, user documentation and on-line help to overcome problems with document design and production.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Software may include:
- word processing
- desktop publishing.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position

- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Organisational requirements may include:
- consistent corporate image
- company logo
- company colour scheme
- established guidelines and procedures for document production
- 'house styles'
- content restrictions
- templates
- organisation name, time, date, document title, filename, etc in header/footer
- observing copyright legislation.

Text-based documents may include indents
- memos
- faxes
- multi-page letters
- mail merge documents, including labels
- forms
- tables
- schedules
- calendars
- reports
- flyers
- brochures
- promotional material.

Structure and layout may include:
- white space
- typeface
- graphics
- photographs

- drawing
- boxes
- colour
- page layout headings
- columns
- letter and memo conventions.

Design may include:
- simplicity
- diversity
- balance
- typography
- text flow
- relative positioning of graphics and headings.

Automatic functions may include:
- AutoText
- AutoCorrect
- page numbering
- auto date
- headers and footers
- table headings
- auto-format
- styles
- default settings.

Consistency of design and layout may include:
- indentations
- spacings
- page numbers
- typeface styles and point size
- captions
- bullet/ number lists
- footnotes/endnotes
- annotated references
- borders
- consistency with other business documents.

Advanced software functions may include:
- templates
- alternate headers and footers
- styles
- newspaper columns
- mail merge
- tables
- sort
- importing data/objects/pictures

- sections
- drawing tools
- graphics tools.

Data may include:
- graphics
- clip art
- digital photographs
- scanned photographs and logos
- files
- tables, graphs and charts
- data from other software applications
- quotes
- references.

Printing may include:
- with drawing objects
- with comments
- with hidden text
- with field codes
- print to file
- print merge.

Naming and storage of documents may include:
- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure eg numbers rather than names
- storage in folders/sub-folders
- storage on hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security/password protection
- authorised access.

Designated timelines may include:
- timeline agreed with supervisor/person requiring document
- timeline agreed with internal/external client
- organisation timeline eg deadline requirements.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- basic functions of wordprocessing and/or desktop publishing software applications
- the impact of formatting and design on the presentation and readability of documents
- organisation policies and procedures.

- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; consider aspects of context, purpose and audience when generating and formatting texts; display logical organisation of written information through the use of coherently linked paragraphs
- keyboarding skills
- proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements; check for accuracy and consistency of information by consulting additional resources
- problem solving skills to use processes flexibly and interchangeably.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBADM304A Design and develop business documents
- BSBADM402A Produce complex business documents

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- knowledge and application of advanced text-based software functions
- knowledge and application of text-based document design principles.

Context of Assessment Resource Implications

Assessment must ensure:
- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit is undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace which may include:
  - workplace references such as computer user manuals, organisational policies and procedures and workplace procedural manuals
  - computer equipment including relevant software, printer
  - guide/examples of 'house style'
  - equipment (eg paper and other materials)
  - checking and maintaining the casualty's airway, breathing and circulation
- in order to achieve consistency of performance, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
evaluation of text documents produced by the candidate

- observation of practical demonstration of using software facilities
- development of a range of documents associated with a particular project
- oral or written questions to assess knowledge of software capabilities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Assessing the design requirements for a proposal that includes significant graphic elements
Communicating Ideas and Information	1	Providing a briefing on design options to colleagues
Planning and Organising Activities	1	Co-ordinating the production of multiple documents within a team
Working with Others and in Teams	1	Providing guidance to team members on formatting issues
Using Mathematical Ideas and Techniques	1	Checking page numbering
Solving Problems	1	Developing design approaches to maximise impact of information
Using Technology	2	Using style and macros

BSBADM305A   Create and use databases

Unit Descriptor

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 is related to BSBADM403A Develop and use complex databases. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Organise work to meet organisational and OH&S requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements.
2 Create simple databases	2.1 Identify organisational requirements in relation to data entry, storage, output and presentation requirements.
	2.2 Determine database use, output, reporting and presentation requirements in accordance with organisational policy and procedures.
	2.3 Utilise database software functions and simple formulae to meet identified requirements.
	2.4 Design a data table and form layout to enable efficient data input and display.
	2.5 Format database reports in accordance with organisational style and presentation requirements.
3 Create simple database queries	3.1 Determine information output, database tables to be used and report layout to meet task requirements.
	3.2 Determine data groupings, search and sort criteria to meet task requirements.
	3.3 Ensure queries are run and the results checked providing the required data.
	3.4 Consult a supervisor to confirm suitability of pace and timing in accordance with task requirements.

4	Use simple databases	4.1	Enter, check and amend data in accordance with organisational and task requirements.
		4.2	Meet designated timelines and organisational requirements for speed and accuracy during data input.
		4.3	Test queries and formulae to confirm output meets task requirements.
		4.4	Use manuals, user documentation and on-line help to overcome problems with database design and production.
		4.5	Preview, adjust and print database reports and/or forms in accordance with organisational and task requirements.
		4.6	Name and store databases, in accordance with organisational requirements and the application exited without data loss/damage.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Software functions may include:
- field definitions/attributes
- inserting/deleting blank lines and spaces
- altering field widths
- adding, deleting, moving, re-labelling fields
- repeating (if available)
- calculate/formula
- formatting fields
- formatting text
- data protection
- headers/footers
- table, form and report wizards.

Simple formulae may include:
- count
- maximum
- minimum
- average
- sum
- subtraction
- multiplication
- division
- combinations of above.

Report formatting may include:
- alignment on page
- tables
- columns
- enhancements to format – borders, patterns and colours
- enhancements to text
- headers/footers.

Distractions:
- additions
- fonts sizes

- borders
- font colours
- font styles
- character spacing
- margins
- alignment.

Data may include:
- numbers
- text.

Checking may include:
- proofreading
- accuracy of data
- spelling, electronically and manually
- accuracy of formulae with calculator
- outcome of sorting/filtering
- ensuring instructions with regard to content and format have been followed.

Designated timelines may include:
- timeline agreed with supervisor/person requiring database
- timeline agreed with internal/external client.

Printing may include:
- records
- tables
- forms
- queries
- reports.

Storage of data may include:
- storage of electronic folders/sub-folders
- storage on hard/floppy disk drives, CDRom, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of databases
- filing locations
- security
- authorised access.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- organisational guidelines on saving and backing up files
- format of workplace report/documents
- simple formulae
- numeracy skills in relation to creating simple queries and using simple formulae.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:

- BSBADM304A Design and develop business documents
- BSBADM403A Develop and use complex databases

Critical Aspects of Assessment

Evidence of the following is critical:

- integrated demonstration of all elements of competency and their performance criteria
- databases are appropriate to task requirements and efficient input of data
- end product accurately reflects the content author's requirements.

Context of Assessment and Resource Implications

Assessment must ensure:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and with the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit is undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
- in order to achieve consistency of performance, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that the skills to create and use simple databases can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of database structures created by the candidate
- evaluation of database reports produced by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Determining the most appropriate database format
Communicating Ideas and Information	1	Producing effective database reports
Planning and Organising Activities	1	Determining queries, formulae and input data
Working with Others and in Teams	1	Determining database outputs and printing requirements
Using Mathematical Ideas and Techniques	1	Using queries and formulae in the database
Solving Problems	1	Using manuals and on-line help
Using Technology	1	Creating and using databases

BSBADM306A   Create electronic presentations

Unit Descriptor

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.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Ensure work organisation meets organisational and statutory requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisation and statutory requirements.
2 Prepare presentation	2.1 Determine the purpose, audience and mode of presentation in consultation with the content author/presenter.
	2.2 Identify presentation requirements in terms of supporting documents, transparencies and equipment.
	2.3 Design slide, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style(s).
	2.4 Utilise software functions for consistency of design and layout to meet identified presentation requirements.
	2.5 Balance presentation features for visual impact and emphasis.
	2.6 Prepare presentations within designated timelines.

3	**Produce presentation**	3.1	Use advanced software features to streamline and customise the presentation for difference audiences.
		3.2	Use manuals, user documentation and on-line help to overcome problems with design and production.
		3.3	Check presentation for spelling, consistency and style in accordance with task requirements.
		3.4	Rehearse presentation to adjust pace and timing in accordance with task requirements.
		3.5	Print presentation materials in accordance with presenter/audience requirements.
		3.6	Store presentation, in accordance with organisational requirements and the application exited without information loss/damage.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position, keyboard and mouse position
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of activities

- rest period
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Mode of presentation may include:
- speaker
- self-running presentation
- available for browsing by individuals
- presentation conference
- on-line/Internet/intranet
- display on one computer, control from another.

Presentation requirements may include:
- overhead transparencies
- 35mm slides
- world wide web documents
- speaker notes
- handouts
- outlines
- paper printouts of presentation/slide show
- computer equipment and peripherals for on-screen presentation
- data show
- video projectors
- laptop computers
- overhead projector
- slide projector
- Internet access
- network access
- digital pointer
- annotation pen.

Organisational requirements may include:
- corporate image
- company logo
- company colour scheme
- music
- organisation name, time, date, occasion etc in header/footer
- organisational video clip.

Software functions may include:
- slide master
- handout master

- notes master
- creating templates
- placeholders
- colour schemes
- importing outlines from other applications.

Presentation features may include:
- headlines/titles
- text content
- logos
- pictures
- charts
- graphics
- illustrations
- objects
- animation
- sound
- music
- video clips
- transitions
- timing
- pace.

Distractions may include:
- too many words/pictures per slide
- overuse of sound
- irrelevant animation
- multiple transitions
- heavy colour.

Designated timelines may include:
- timeline agreed with supervisor/person requiring presentation
- timeline agreed with internal/external client
- organisation timeline eg conference deadline requirements.

Advanced software features may include:
- agenda slides
- presentation within a presentation – custom show.

Pace may be:
- too fast
- too slow.

Timing is:
- time for slide show plus speaker (if any) plus audience input.

Presentation materials may include:
- overhead transparencies
- 35mm slides
- world wide web documents
- speaker notes
- handouts
- outlines
- paper printouts of presentation/slide show.

Storage of presentations may include:
- storage in folders/sub-folders
- storage on hard/floppy disk drives, CD, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies
- filing locations
- security
- authorised access.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- organisational guidelines
- effect of design features on readability and appearance of electronic presentations
- keyboarding and computer technology skills
- literacy skills: for reading and understanding the organisation's procedures; using screen layout to support text structure; accepted abbreviations
- proofreading and editing: checking own work and rereading for accuracy against author's requirements
- communication including questioning and clarifying
- numeracy skills for calculating text and object placement
- problem solving skills.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- THHGCS04B Make presentations.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- knowledge of a range of presentation styles/format suitable for different audiences
- selection of available formats to create effective presentations
- demonstrate ability to follow organisation requirements.

Context of Assessment and Resource Implications

Assessment must ensure:

- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit is undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace. Diary and planner resources may include appropriate computer software and hardware.
- in order to achieve consistency of performance, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that the skills to produce effective electronic presentations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of electronic presentations produced by the candidate, either in hard copy or by viewing electronically
- oral or written questions to assess knowledge of software capabilities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Determining the content and organisational requirements of presentations
Communicating Ideas and Information	2	Delivering well-designed visual presentations
Planning and Organising Activities	1	Preparing and rehearsing presentations
Working with Others and in Teams	1	Identifying speaker/presenter requirements
Using Mathematical Ideas and Techniques	1	Designing a spatially - balanced layout
Solving Problems	2	Using manuals and on-line help
Using Technology	1	Creating electronic presentations

BSBADM403A   Develop and use complex databases

Unit Descriptor

This unit deals with the skills and knowledge required to use database software to complete business tasks and produce usable complex documents. This unit is related to BSBADM305A Create and use databases. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Ensure work organisation meets organisational and statutory requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisation and statutory requirements.
2 Develop a linked database solution	2.1 Analyse the task and determine specifications for databases.
	2.2 Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements.
	2.3 Design and construct databases to meet the requirements of the given situation.
	2.4 Set field attributes according to data type and link databases by a common field in accordance with software procedures.
	2.5 Design databases utilising software functions and formulae to meet identified requirements.

3	**Develop database record forms and reports**	3.1	Design and create data entry forms to meet specified requirements for entering and displaying information.
		3.2	Ensure data table and form layout enable efficient data input and display.
		3.3	Set field attributes according to data type and formulae/calculated field incorporated to meet task specifications.
		3.4	Design and create report formats according to specified criteria using conditional operators as required.
		3.5	Format database reports in accordance with organisational style and presentation requirements.
		3.6	Test queries and formulae to confirm output meets task requirements.
4	**Automate and standardise database operations**	4.1	Evaluate tasks to identify those where automation would increase efficiency.
		4.2	Create, use and edit macros to fulfil the requirements of the task and automate database operations.
		4.3	Develop templates, editing and using them to ensure consistency of design and layout for forms and reports in accordance with organisational requirements.
5	**Use databases**	5.1	Enter, check and amend data in accordance with organisational and task requirements.
		5.2	Adjust import/export data between compatible databases and host documents in accordance with software and system procedures.
		5.3	Use manuals, user documentation and on-line help to overcome problems with database design and production.
		5.4	Preview, adjust and print database reports in accordance with organisational and task requirements.
		5.5	Name and store database, in accordance with organisational requirements and exit the application without data loss/damage.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Database design may include:
- analysis
- appropriateness
- field attributes
- formulae (if required)
- functions (if available)
- format
- entry and validation of data
- importing and exporting data
- linking field

- formatting and reformatting
- split screen operation (if available).

Formulae may include:
- addition
- subtraction
- multiplication
- division
- maximum
- minimum
- average
- combinations of above.

Data entry form creation may include:
- field definitions
- record layout
- format
- blank lines and spaces
- insert
- delete
- titles
- field:
  - alter widths
  - move
  - re-label
  - add
  - delete
  - repeating (if available)
  - calculate/formula.

Reports may include:
- query
- selection criteria
- conditional operators (and, or, not)
- record selection
- format
- field selection
- headers and footers (if available).

Macro selection options may include:
- append
- edit
- query
- list
- delete
- report
- print

- exit.

Templates may include:
- forms
- reports
- headers/footers
- page formats
- font types an sizes
- headings.

Printing may include:
- records
- tables
- forms
- queries
- reports.

Storage of data may include:
- storage in folders/sub-folders/directories
- storage on hard/floppy disk drives, CD, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of databases
- filing locations
- security
- authorised access.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- advance functions of database software applications
- impact of formatting and design on the presentation and readability of data
- organisational policies and procedures
- literacy skills to interpret and evaluate the purposes and uses of various features of databases; use a variety of strategies for planning and reviewing own work
- proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources
- problem solving skills to use processes flexibly and interchangeably
- numeracy skills to collate and present data; graphs and related references
- communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions
- keyboarding skills.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBADM305B Create and use databases.

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- successful operation of linked databases
- knowledge and application of advanced database functions to achieve efficient design of databases.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit are undertaken in an actual workplace or simulated environment
- assessment reinforces the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace which may include manuals and reference materials, organisational policies and procedures computer equipment including relevant software, printer
- in order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that database management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of complex database reports created or produced by the candidate
- oral or written questions to assess knowledge of software capability
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining database requirements
Communicating Ideas and Information	1	Through well-designed records and reports
Planning and Organising Activities	1	Linking databases and meeting task specifications
Working with Others and in Teams	1	Determining database purpose/use
Using Mathematical Ideas and Techniques	1	Utilising formulae and calculating fields
Solving Problems	2	Using manuals and on-line help
Using Technology	2	Developing and using complex databases

BSBCMN214A   Create and use simple spreadsheets

Unit Descriptor

This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software. This unit is related to BSBCMN108A Develop keyboard skills. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Ensure work organisation meets organisational and statutory requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisation and statutory requirements.
2 Create simple spreadsheets	2.1 Identify organisational and task requirements in relation to data entry, storage, output and presentation requirements.
	2.2 Ensure spreadsheet utilises routine software functions and simple formulae to meet identified requirements.
	2.3 Ensure spreadsheet layout enables efficient data input and presentation.
	2.4 Format spreadsheet in accordance with organisational style and presentation requirements.
	2.5 Test formulae to confirm output meets task requirements.
	2.6 Make adjustments as required.
	2.7 Consult supervisor to confirm final formulae.

3	**Produce spreadsheets**	3.1 Enter, check and amend spreadsheets in accordance with organisational and task requirements.
		3.2 Ensure data input meets *designated timelines* and organisational requirements for speed and accuracy.
		3.3 Use manuals, user documentation and on-line help to overcome problems with spreadsheet design and production.
		3.4 Preview, adjust and print spreadsheet in accordance with organisational and task requirements.
		3.5 Name and store spreadsheet in accordance with organisational requirements and exit the application without data loss/damage.
4	**Produce simple charts**	4.1 Determine organisational and task requirements in relation to the *type of chart* and *chart features* to be included.
		4.2 Ensure choice and design of chart enables valid representation of numerical data and meets organisational and task requirements.
		4.3 Preview, adjust and print chart in accordance with organisational and task requirements.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Organisational policy and procedures may include:
- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Routine software functions may include:
- formatting text
- formatting cells
- adding/deleting columns/rows
- sizing columns/rows
- headers/footers.

Simple formulae may include:
- maximum
- minimum
- average
- sum
- subtraction
- multiplication
- division
- combinations of above.

Formatting may include:
- enhancements to text
- enhancements to format – borders, patterns and colours
- alignment on page
- headers/footers
- use of absolute and relative cell addresses
- efficiency of formulae

- use of cell addresses in formulae.

Data may include:
- numbers
- text.

Checking may include:
- proofreading
- accuracy of data
- spelling, electronically and manually
- accuracy of formulae with calculator
- ensuring instructions with regard to content and format have been followed.

Designated timelines may include:
- linking formulae
- timeline agreed with supervisor/person requiring spreadsheet
- timeline agreed with internal/external client
- organisation timeline eg financial requirements.

Printing may include:
- with values
- with formulae
- to fit specific number of pages
- to fit on one page.

Storage of data may include:
- storage in folders/sub-folders/directories
- storage on hard/floppy disk drives, CD, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of spreadsheets
- filing locations
- security
- authorised access.
- Chart types may include:
- column
- stacked, 3-D column
- bar
- stacked/multiple bar
- line
- pie and 3-D pie
- exploded pie
- scatter/bubble
- area.

Chart features may include:
- data labels
- axis title

- chart title
- legend
- gridlines
- axes
- data tables
- colours, patterns
- lines
- fills
- borders.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of the purpose and ranges of uses of spreadsheet's functions
- organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- organisational guidelines on spreadsheet manipulation and processing
- format of workplace documents
- computer literacy
- keyboarding skills
- literacy skills in relation to spelling correctly
- numeracy skills in relation to creating and using spreadsheet formulae
- communication skills to interpret instructions.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN108A Develop keyboard skills.

Critical Aspects of Evidence

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- design appropriate to type and use of spreadsheet
- use of cell-based formulae.

Context/s of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- assessment takes account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit are undertaken in an actual workplace or simulated environment

- assessment reinforces the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace, which may include workplace reference materials such as style guides, computer equipment with spreadsheet software, English dictionary
- in order to achieve consistency of performance, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations eg. dealing with different office requirements, different types of data, different types of spreadsheets and over a period of time to ensure that situational variables are consistently achieved.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of spreadsheets produced by the candidate
- oral or written questions to assess knowledge of software capabilities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining spreadsheet requirements
Communicating Ideas and Information	1	Through well-designed linked spreadsheets
Planning and Organising Activities	2	Linking spreadsheets and meeting task requirements
Working with Others and in Teams	1	Determining spreadsheet purposes/use
Using Mathematical Ideas and Techniques	2	Utilising functions and formulae
Solving Problems	2	Using manuals and on-line help
Using Technology	2	Developing and using complex spreadsheets

BSBADM404A   Develop and use complex spreadsheets

Unit Descriptor

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 is related to the unit BSBCMN214A Create and use simple spreadsheets. This unit has been developed for the Business Services Training Package.

Element	Performance Criteria
1 Use safe work practices	1.1 Adjust workspace, furniture and equipment to suit the ergonomic requirements of the user.
	1.2 Ensure that work organisation meets organisational and statutory requirements for computer operation.
	1.3 Use energy and resource conservation techniques to minimise wastage in accordance with organisation and statutory requirements.
2 Develop a linked spreadsheet solution	2.1 Analyse task and determine specifications for spreadsheets.
	2.2 Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements.
	2.3 Meet identified requirements for spreadsheet design utilising software functions and formulae.
	2.4 Link spreadsheets in accordance with software procedures.
	2.5 Format cells and assign data attributes with relative and/or absolute cell references used in accordance with the task specification.
	2.6 Test formulae to confirm output meets task requirements.

3	**Automate and standardise spreadsheet operation**	3.1	Evaluate tasks to identify those where automation would increase efficiency.
		3.2	Create, use and edit macros to fulfil the requirements of the task and automate spreadsheet operations.
		3.3	Develop, edit and use templates to ensure consistency of design and layout for forms and reports in accordance with organisational requirements.
4	**Use spreadsheets**	4.1	Enter, check and amend data in accordance with organisational and task requirements.
		4.2	Adjust import/export data between compatible spreadsheets and host documents in accordance with software and system procedures.
		4.3	Use manuals, user documentation and on-line help to overcome problems with spreadsheet design and production.
		4.4	Preview, adjust and print spreadsheets in accordance with organisational and task requirements.
		4.5	Name and store spreadsheets, in accordance with organisational requirements and exit the application without data loss/damage.
5	**Represent numerical data in graphic form**	5.1	Determine style of graph to meet specified requirements and manipulate spreadsheet if necessary to suit graph requirements.
		5.2	Create graphs with labels and titles from numerical data contained in a spreadsheet file.
		5.3	Save, view and print graphs within designated timelines.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Legislation, codes and national standards relevant to the workplace may include:
- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to OH&S
- industry codes of practice.

Organisational policy and procedures may include:
- log-on procedures

- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates.

Ergonomic requirements may include:
- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation.

Work organisation may include:
- mix of repetitive and other activities
- rest periods
- exercise breaks.

Conservation techniques may include:
- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment.

Spreadsheet design may include:
- analysis
- appropriateness
- identification and parameters
- formulae
- functions
- relative and absolute cell reference
- headings and labels
- import and export data
- linked formulae
- formatting and reformatting
- headings
- labels
- multi-page documents
- headers and footers
- split screen operation
- embedding cell references in formulae

- avoidance of blank rows and columns.

Functions may include:
- mathematical functions (eg. square root, integer, absolute value, round)
- statistical functions (eg. standard deviation, count, maximum, minimum)
- basic financial functions (if available)
- date functions
- logical functions (eg. lookup, if, choose, true, false, conditions)
- simple nested functions.

Formulae may include:
- addition
- subtraction
- multiplication
- division
- percentage
- exponentiation
- comparison
- average
- combinations of above.

Macros may include:
- printing sections of a spreadsheet.

Templates may include:
- forms
- reports
- headers/footers
- page formats
- font types and sizes
- headings

Importing/exporting is achieved without requiring an intermediary step may include:
- linking formulae
- reformatting
- split screen (if available)
- proofreading.

Printing may include:
- records
- tables
- forms
- queries
- reports.

Storage of data may include:
- storage in folders/sub-folders/directories
- storage on hard/floppy disk drives, CD, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of spreadsheets
- filing locations
- security
- authorised access.

Graphs may include:
- bar
- line
- pie
- stack
- scatter
- 3D.

Graph creation may include:
- using graph menu
- data range
- x and y axis
- labels and titles
- naming
- keys and legends
- sizing (if possible).

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- advanced functions of spreadsheet software applications
- impact of formatting and design on the presentation and readability of data
- organisational policies and procedures
- literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets; use a variety of strategies for planning and reviewing own work
- proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources
- problem solving skills to use processes flexibly and interchangeably
- numeracy skills to collate and present data; graphs and related references
- communication skills to follow complex oral instructions when using technology; listen to and interpret complex sequenced instructions
- keyboarding skills.

Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:
- BSBCMN214A Create and use simple spreadsheets

Critical Aspects of Assessment

Evidence of the following is critical:
- integrated demonstration of all elements of competency and their performance criteria
- successful operation of linked spreadsheets
- knowledge and application of advanced spreadsheet features.

Context of Assessment and Resource Implications

Assessment must ensure:
- competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
- the learner and trainer have access to appropriate documentation and resources normally used in the workplace, which may include workplace reference materials such as style guides, computer equipment with spreadsheet software
- in order to achieve consistency, evidence is collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- evaluation of spreadsheets produced by the candidate
- oral or written questions to assess knowledge of software capabilities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining spreadsheet requirements
Communicating Ideas and Information	1	Through well-designed linked spreadsheets
Planning and Organising Activities	1	Linking spreadsheets and meeting task requirements
Working with Others and in Teams	1	Determining spreadsheet purposes/use
Using Mathematical Ideas and Techniques	1	Utilising functions and formulae
Solving Problems	2	Using manuals and on-line help
Using Technology	2	Developing and using complex spreadsheets

Merchandise Sales

CONTENTS

WRRS1B   Sell products and services

Unit Descriptor

This unit involves the skills, knowledge and attitudes required to sell merchandise 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.

This unit should not be confused with the unit THTSOP04B Sell tourism products and services, which focuses specifically on tourism products and services such as accommodation, tours and travel.

Element		Performance Criteria	
1	Apply product knowledge	1.1	Demonstrate knowledge of the use and application of relevant products and services according to store policy and legislative requirements.
		1.2	Develop product knowledge by accessing relevant sources of information.
2	Approach customer	2.1	Determine and apply timing of customer approach.
		2.2	Identify and apply effective sales approach.
		2.3	Convey positive impression to arouse customer interest.
		2.4	Demonstrate knowledge of customer buying behaviour.
3	Gather information	3.1	Apply questioning techniques to determine customer buying motives.
		3.2	Use listening skills to determine customer requirements.
		3.3	Interpret and clarify non-verbal communication cues.
		3.4	Identify customers by name where possible.
		3.5	Direct customer to specific merchandise.

4	**Sell benefits**	4.1	Match customer needs to appropriate products and services.
		4.2	Clearly communicate knowledge of products' features and benefits to customers.
		4.3	Describe product use and safety requirements to customers.
		4.4	Refer customer*s* to appropriate product specialist as required.
		4.5	Answer accurately and honestly or refer to more experienced senior sales staff routine customer questions about merchandise.
5	**Overcome objections**	5.1	Identify and accepted customer objections.
		5.2	Categorise objections into price, time and merchandise characteristics.
		5.3	Offer solutions according to store policy.
		5.4	Apply problem solving to overcome customer objections.
6	**Close sale**	6.1	Monitor, identify and respond appropriately to customer buying signals.
		6.2	Encourage customer to make purchase decisions.
		6.3	Select and apply appropriate method of closing sale.
7	**Maximise sales opportunities**	7.1	Recognise and apply opportunities for making additional sales.
		7.2	Advise customer of complementary products or services according to customer's identified need.
		7.3	Review personal sales outcomes to maximise future sales.

Range Statement

This unit applies to all tourism and hospitality sectors which sell products and services in a retail environment. It does not apply to specific tourism or hospitality products or services which are dealt with in other units. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The following variables may include but are not limited to:
Store policy and procedures in regard to:
- selling products and services.

Customers may include:
- people with routine or special needs
- regular or new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Product knowledge may include:
- warranties
- features and benefits
- use by dates
- handling/storage requirements
- stock availability
- safety features
- price.

Selling may involve:
- face to face
- over the telephone
- over the Internet.

Routine customer questions may relate to:
- price and price reductions
- quality
- features and benefits.

Legislative requirements may include:
- Trade Practices Act
- tobacco laws
- liquor laws
- sale of second hand goods
- occupational health and safety
- industry codes of practice
- Lottery Acts.

Relevant sources of information may include:

- Internet
- relevant staff members
- store or supplier product manuals
- product profiles
- videos
- demonstrations
- labels
- store tours.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
Knowledge of:
- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, eg functional, psychological.

Skills in:
- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections.

Closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information.

- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

This unit can be assessed with other units which make up a specific job function.

Critical Aspects of Assessment

Evidence of the following is critical:
- application of product knowledge and use of appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- use of questioning, listening and observation skills to determine customer requirements.
- consistent application of store policies and procedures in regard to selling products and services.
- maximising sales opportunities according to store policies and procedures.
- consistent application of industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- evaluation of personal sales performance to maximise future sales.

Context of Assessment and Resource Implications

Assessment must ensure:
- evidence is gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process.
- assessment in a retail work environment with relevant documentation , such as store policy and procedures manuals, access to a range of customers with different requirements, a range of merchandise and products appropriate to the retail workplace, product labels and sources of product information.

Assessment Methods

Assessment methods must be chosen to ensure that selling products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- observation of the person in the workplace
- third party reports from a supervisor

- customer feedback
- answers to questions about specific skills and knowledge.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Relaying product features and benefits to customers requires the communication of ideas and information
Communicating Ideas and Information	1	Establishing customer requirements requires information to be collected, analysed and organised
Planning and Organising Activities	1	Identifying opportunities to make additional sales requires activities to be planned and organised
Working with Others and in Teams	1	Team work will be applied when referring to other staff members or seeking product information
Using Mathematical Ideas and Techniques	1	Mathematical ideas and techniques may be required when reviewing personal sales outcomes
Solving Problems	1	Problem solving skills may be applied when overcoming customer objections
Using Technology	0	The use of technology may not be required in this unit

WRRS2B   Advise on products and services

Unit Descriptor

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.

This unit should not be confused with the units THTSOP02B Source and provide destination information and advice, and THTSOP03B Access and interpret product information, which focus specifically on tourism products and services such as accommodation, tours and travel.

Element		Performance Criteria	
1	**Develop product/service knowledge**	1.1	Develop and maintain product knowledge according to store policy and legislative requirements.
		1.2	Convey product knowledge to other staff members as required.
		1.3	Research and apply comparisons between products and services.
		1.4	Demonstrate knowledge of competitors' product and service range and pricing structure.
2	**Recommend specialised products/services**	2.1	Evaluate merchandise according to customer requirements.
		2.2	Demonstrate features and benefits of products and services to customer to create a buying environment.
		2.3	Apply detailed specialised knowledge of product to provide accurate advice to customers.

Range Statement

This unit applies to all tourism and hospitality sectors which sell products and services in a retail environment. It does not apply to specific tourism or hospitality products or services which are dealt with in other units. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The following variables may include but are not limited to:
Store policy and procedures in regard to:
- selling products and services.

Legislative requirements may include:
- Trade Practices Act
- tobacco laws
- liquor laws
- Lottery Acts
- industry codes of practice
- occupational health and safety
- sale of second hand goods
- sale of X and R rated products
- trading hours
- transport, storage and handling of goods.

Product knowledge may include:
- brand options
- product features/benefits
- warranties
- safety features.

Product knowledge may be developed and maintained by:
- accessing the Internet
- attending product launches
- attending product seminars
- discussions with staff members
- accessing product information booklets/pamphlets.

Pricing structure may include:
- sales reductions
- pricing procedures including Goods and Services Tax (GST) requirements
- mark downs.

Customers may include:
- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Customer requirements may include:
- specific brand
- sizing
- quality
- quantity

- price range
- usage.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:

Knowledge of:
- Specialised product knowledge including:
- Store/industry manuals and documentation
- Stock and merchandise range
- Service range
- Procedures for taking orders
- Pricing procedures including Goods and Services Tax (GST) requirements
- Other relevant policies and procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Interpersonal communication skills
- Using a range of communication/electronic equipment
- Accessing relevant product/service information
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numerical skills in regard to:
  - estimating and calculating costs relevant to pricing products.

Critical Aspects of Evidence

Evidence of the following is critical:
- consistent application of store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- development, maintenance and conveyance of product knowledge to customers.
- application of detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

Context of Assessment

Assessment must ensure:
- evidence is gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.
- evidence is gathered as part of the learning process
- assessment in a retail work environment with access to a range of stock and merchandise, relevant documentation, such as price lists, store policy and procedures manuals
- access to a range of customers with different requirements and a range of communication equipment.

Assessment Methods

Assessment methods must be chosen to ensure that advising on products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:
- observation of the person in the workplace
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Recommending specialised products to customers requires ideas and information to be communicated
Communicating Ideas and Information	2	Developing product knowledge requires information to be collected, analysed and organised
Planning and Organising Activities	1	Developing knowledge of competitor's products and services
Working with Others and in Teams	1	Developing and relaying product knowledge to other team members
Using Mathematical Ideas and Techniques	2	Making comparisons with competitor's pricing structure
Solving Problems	2	Evaluating merchandise according to customer requirements
Using Technology	2	developing product knowledge through accessing the Internet

WRRCS2B   Apply point of sale handling procedures

Unit Descriptor

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.

Element		Performance Criteria	
1	**Operate point of sale equipment**	1.1	Operate point of sale equipment according to design specifications.
		1.2	Open and close point of sale terminal according to store procedure.
		1.3	Clear point of sale terminal and tender transferred according to store procedure.
		1.4	Handle cash according to store security procedures.
		1.5	Maintain supplies of change in point of sale terminal according to store policy.
		1.6	Attend active point of sale terminals according to store policy.
		1.7	Complete records for transaction errors according to store policy.
		1.8	Maintain adequate supplies of dockets, vouchers and point of sale documents.
		1.9	Inform customers of delays in the point of sales operation.

2	Perform point of sale transactions	2.1	Complete point of sale transactions according to store policy.
		2.2	Identify store procedures and apply in respect of cash and non-cash transactions.
		2.3	Identify store procedures and apply in regard to exchanges and returns.
		2.4	Move goods through point of sale area efficiently and with attention to fragility and packaging.
		2.5	Accurately enter information into point of sale equipment.
		2.6	State price/total/amount of cash received verbally to customer.
		2.7	Tender correct change.
3	Complete sales	3.1	Complete customer order forms, invoices, receipts accurately.
		3.2	Identify customer delivery requirements and process accurately, without undue delay.
		3.3	Process sales transactions without undue delay or customers directed to point of sale terminals according to store policy.
4	Wrap and pack goods	4.1	Maintain/request adequate supplies of wrapping material or bags.
		4.2	Select appropriate packaging material.
		4.3	Wrap merchandise neatly and effectively where required.
		4.4	Pack items safely to avoid damage in transit, and attach labels where required.
		4.5	Arrange transfer of merchandise for parcel pick-up or other delivery methods if required.

Range Statement

This unit applies to all tourism and hospitality sectors which sell products and services in a retail environment. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The following variables may include but are not limited to:
Store policies and procedures in regard to:
- operation of point of sale equipment
- security
- sales transactions
- handling techniques of stock.

Point of sale equipment may include:
- cash registers
- cash drawers
- scanners.

Customer interactions may include:
- greetings
- price confirmation
- delivery inquiries
- reward point inquiries
- regular and new customers
- routine or special requirements.

Transactions may include:
- EFTPOS
- cheques
- Travellers cheques
- credit cards/store cards
- smart cards
- lay-by
- returns
- exchanges
- gift vouchers.

Packing and wrapping materials may include:
- boxes
- bags
- paper
- bubble wrap
- gift wrapping.

Staff may include:
- full time

- casual
- part time.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
Knowledge of:
- Store policies and procedures in relation to:
  - customer service
  - point of sale transactions
  - allocated duties and responsibilities
  - exchanges and returns
  - handling, packing and wrapping of goods/merchandise
- The range of services provided by the store
- Stock availability
- Relevant legislation and statutory requirements including:
  - Trade Practices Act
  - consumer law
  - industry codes of practice
  - occupational health and safety
- Cash and non-cash handling procedures including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale equipment
  - recording takings
  - security of cash and non cash transactions
  - change required and denominations of change.
- Functions and procedures for operating point of sale equipment including:
- registers
  - numerical display board
  - calculators
  - electronic scales
  - scanners
- Skills in:
  - following set routines and procedures
  - verbal and non verbal communication
  - questioning and active listening
  - dealing with different types of transactions
  - wrapping and packing techniques
  - store bag checking procedures

- merchandise handling techniques
- literacy skills in regard to written sales and delivery documentation
- numeracy skills in regard to rendering change.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

This unit links to the following units and combined training and assessment may be appropriate:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal

Critical Aspects of Evidence

Evidence of the following is critical:
- consistent operation of point of sale equipment according to manufacturer's instructions and store policies and procedures
- consistent application of store policies and procedures in regard to cash handling and point of sale transactions
- process of sales transaction information responsibly and accurately according to store policies and procedures
- constant application of store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Context of Assessment

Assessment must ensure:
- evidence is gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process
- assessment in a real or simulated work environment with relevant documentation, such as stock/inventory/price lists, financial transaction dockets/slips, lay by/credit/product return slips, store policy and procedures manuals, a range of point of sale equipment.

Assessment Methods

Assessment methods must be chosen to ensure that applying point of sale handling procedures can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- observation of the person in the workplace
- a simulated role play
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Communicating with the customer in relation to the amount owed and identifying delivery requirements
Communicating Ideas and Information	1	Identifying customer requirements in relation to picking up parcels or having them delivered and to where
Planning and Organising Activities	1	Organising the wrapping and packaging of goods and maintaining adequate supplies
Working with Others and in Teams	0	This skill may not be applicable to this unit
Using Mathematical Ideas and Techniques	1	Receiving money from customer and in giving correct change
Solving Problems	1	Organising delivery and packaging goods

WRRLP2B   Minimise theft

Unit Descriptor

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.

Element	Performance Criteria
1 Apply routine store security	1.1 Apply store security systems and procedures according to store policy.
	1.2 Handle and secure cash according to store policy.
	1.3 Observe and deal with suspect behaviour by customers according to store policy.
	1.4 Deal with internal and external theft according to store policy.
	1.5 Store products and equipment in a secure manner.
2 Minimise theft	2.1 Take appropriate action to minimise theft by applying store procedures.
	2.2 Match merchandise to correct price tags.
	2.3 Maintain surveillance of merchandise according to store policy and legislative requirements.
	2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.
	2.5 Maintain security of cash, cash register and keys according to store policy.
	2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy.
	2.7 Deal with suspected or potential thieves according to store policy and procedures.

Range Statement

This unit applies to all tourism and hospitality sectors which sell products and services in a retail environment. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The following variables may include but are not limited to:
Store policies and procedures in regard to:
- security
- surveillance of merchandise.

Security procedures may deal with:
- customers
- staff
- keys
- visitors, sales representatives, contractors, vendors
- stock
- records
- cash, credit cards
- equipment
- premises
- armed hold-up.

Security equipment may include:
- alarm systems
- video surveillance
- mirrors
- locked and secure areas.

Legal requirements may include:
- privacy/confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- property offences
- credit laws
- reporting procedures
- criminal law.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
Knowledge of:
- Store policies and procedures, in regard to:
  ▪ security

- checking customers' bags and purchases
- reporting problems and faults
- Relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- Store merchandising system
- Security procedures relating to cash and non-cash transactions
- Location and operation of store security equipment
- Reporting procedures for external/internal theft or suspicious circumstances.
- Literacy and numeracy skills in:
- recording of stolen items
- reporting of theft.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

This unit links to the following units and combined training and assessment may be appropriate:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal

Critical Aspects of Evidence

Evidence of the following is critical:
- consistent application of store policies and procedures and industry codes of practice, in regard to store security and theft prevention
- consistent application of store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel
- monitoring of stock, work area, customers and staff to minimise opportunities for theft.

Context of Assessment

Assessment must ensure:
- evidence is gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process
- assessment in a real or simulated work environment with relevant documentation, such as store policy and procedures manuals, legislation and statutory regulations,

industry codes of practice, Trade Practices and Fair Trading Acts, relevant security equipment, point of sale equipment.

Assessment Methods

Assessment methods must be chosen to ensure that minimising theft can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- observation of the person in the workplace
- a simulated work environment
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Identifying suspect behaviour and relaying to relevant personnel
Communicating Ideas and Information	1	Collecting, analyzing and organisting information of security systems
Planning and Organising Activities	1	Checking customer bags
Working with Others and in Teams	1	Identifying suspect customer behaviour
Using Mathematical Ideas and Techniques	0	Mathematical ideas and techniques may not be required in this unit
Solving Problems	1	Dealing with theft
Using Technology	1	Reporting and recording theft.

WRRM1B   Merchandise products

Unit Descriptor

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.

Element	Performance Criteria
1 Place and arrange merchandise	1.1 Unpack merchandise in accordance with store procedures.
	1.2 Place merchandise on floor, fixtures and shelves in determined locations.
	1.3 Display merchandise to achieve a balanced fully stocked appearance and promote sales.
	1.4 Identify damaged, soiled or out of date stock and corrective action taken as required according to store procedure.
	1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.
	1.6 Rotate stock according to stock requirements and store procedure.
	1.7 Present stock conforming to special handling techniques and other safety requirements.
2 Prepare display labels/tickets	2.1 Prepare labels/tickets for window, wall or floor displays according to store policy.
	2.2 Prepare tickets using electronic equipment or neatly by hand according to store procedures.
	2.3 Identify soiled, damaged, illegible or incorrect labels/tickets and take corrective action.
	2.4 Use and maintain electronic ticketing equipment according to design specifications.
	2.5 Maintain ticketing equipment and store in a secure location.

3	**Place, arrange and display price tickets and labels**	3.1	Tickets/labels are visible and correctly placed on merchandise.
		3.2	Replace labels/tickets according to store policy.
		3.3	Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements.
4	**Maintain displays**	4.1	Reset and dismantle special promotion areas.
		4.2	Assist supervisor in selection of merchandise for display.
		4.3	Arrange/face up merchandise as directed and/or according to layout specifications and load bearing capacity of fixtures.
		4.4	Identify unsuitable or out of date displays, reset and/or remove as directed.
		4.5	Identify optimum stock levels and replenish stock according to store policy.
		4.6	Maintain display areas in a clean and tidy manner.
		4.7	Remove excess packaging from display areas.
5	**Protect merchandise**	5.1	Identify correct handling, storage and display techniques and use according to stock characteristics and legislative requirements.

Range Statement

This unit applies to all tourism and hospitality sectors which sell products and services in a retail environment. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

The following variables may include but are not limited to:
Store policy and procedures in regard to:
- merchandising of stock
- preparing and displaying tickets/labels
- maintaining displays.

Displays may include:
- setting new displays
- maintaining existing ones.

Tickets and pricing requirements may include:
- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

Handling techniques may vary according to:
- stock characteristics
- industry codes of practice.

Merchandise may be characterised by:
- type
- brand
- size
- customer needs
- colour
- price.

Legislative requirements may include:
- pricing requirements including Goods and Services Tax (GST) requirements
- industry codes of practice
- discounted items
- Trade Practices and Fair Trading Acts.

Safety requirements may include:
- transport, storage and handling of goods

- hazardous substances
- labelling of workplace substances.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge of and skills in the following areas must be assessed as part of this unit:
Knowledge of:
- Store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling/ticketing equipment and materials
- Correct manual handling techniques for protection of self and merchandise
- Principles of display
- Elements and principles of design and trends in retail design
- Relevant occupational health and safety regulations including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances
  - labelling of workplace substances.
- Relevant legislation and statutory requirements
- Pricing procedures including inclusion/exclusion of Goods and Services Tax (GST)
- Relevant industry codes of practice.
Skills in:
- Use and maintenance of manual and electronic labelling/ticketing equipment
- Completing tasks in a set time frame
- Literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels/tickets
  - reading and understanding manufacturer's instructions.

Critical Aspects of Evidence

Evidence of the following is critical:
- consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- display of merchandise on floor, fixtures, shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements

- preparation of display labels and price tickets for merchandise with regard to store policies and procedures
- the candidate operates, maintains and stores a range of ticketing equipment according to:
- store policy and procedures
- industry codes of practice
- manufacturers' instructions and design specifications
- arrangement of correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identification of damaged, soiled or out of date stock and taking of corrective action as required by store procedures and legislative requirements
- maintenance of display areas and replenishes stock as required in accordance with store procedures and legislative requirements
- performing of correct manual handling, storage and display techniques according to:
- stock characteristics
- industry codes of practice
- occupational health and safety legislation/regulations/codes of practice.

Linkages to Other Units

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- Integrate knowledge and skills critical to demonstrating competence in this unit.

This unit links to the following units and combined training and assessment may be appropriate:
- WRRS2B Advise on products and services
- WRRS1B Sell products and services

Context of Assessment

Assessment must ensure:
- evidence is gathered over a period of time to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process
- Assessment in a retail work environment with a range of ticketing and pricing equipment, merchandise for display, display materials and props, cleaning materials, relevant documentation, such as store policy and procedure manuals on housekeeping, merchandising and occupational health and safety, manufacturer's instructions/operation manuals on electronic ticketing equipment, relevant legislation and industry codes of practice.

Assessment Methods

Assessment methods must be chosen to ensure that merchandising products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- observation of the person in the workplace
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Key Competencies in this Unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Collecting information on arranging merchandise
Communicating Ideas and Information	1	Collecting, analyzing and organizing store procedures for arranging merchandise and preparing display tickets/labels
Planning and Organising Activities	1	Placing and arranging merchandise
Working with Others and in Teams	1	Completing and maintaining display areas
Using Mathematical Ideas and Techniques	1	Maintaining stock levels and replenishing stock
Solving Problems	1	Identifying merchandise for display
Using Technology	1	Preparing display tickets/labels

Training and Assessment

COMPETENCY STANDARDS FOR THE
CARAVAN INDUSTRY TRAINING PACKAGE

CONTENTS

THHGTR01B   Coach others in job skills

Unit Descriptor

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.

Element	Performance Criteria
1 Prepare for on job coaching	1.1 Identify the need for coaching based on a range of factors.
	1.2 Identify specific coaching needs through discussion with the colleague to be coached.
	1.3 Where appropriate, organise with the colleague a specific time and place for coaching in accordance with enterprise policy.
2 Coach colleagues on the job	2.1 Explain to the colleague the overall purpose of coaching.
	2.2 Explain and demonstrate the specific skills to be coached.
	2.3 Communicate clearly any underpinning knowledge required.
	2.4 Check the colleague's understanding.
	2.5 Provide the colleague the opportunity to practise the skill and ask questions.
	2.6 Provide feedback in a constructive and supportive manner.
3 Follow up coaching	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.
	3.2 Report progress to the appropriate person as required.
	3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Factors which could influence the decision whether or not to conduct coaching may include:
- request for coaching from colleague to be coached
- own observation and workplace experience
- direction from other colleagues.

Coaching sessions could be conducted in a range of contexts including:
- on-the-job during work hours
- before or after work
- in a simulated location away from the actual workplace.

Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:
- customer service skills
- technical or practical skills such as operating equipment, making something or completing documentation
- selling or promoting products and servicing.

Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively such as:
- ingredients or components of items
- knowledge of products or services
- principles underpinning skills such as communication, selling
- reasons for undertaking various tasks
- legislative, occupational health and safety or hygiene requirements.

Performance problems or difficulties may be due to:
- shyness or lack of confidence
- breakdown in communication
- language or cultural barriers
- insufficient opportunity to practise
- inappropriate circumstances for coaching.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- competency in the skill being coached
- basic principles of training (eg. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- communication skills, specifically the use of questioning techniques and clarity in oral communication.

Linkages to Other Units

This unit links to other training units and combined training and assessment may be appropriate:

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to provide supportive on job coaching with constructive and supportive feedback
- clarity in communication
- knowledge of basic training principles.

Context of Assessment and Resource Implications

Assessment must ensure:
- project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate coaching a colleague in a required work skill
- role plays in which the candidate demonstrates training techniques, or communication skills such as questioning and providing feedback
- questions about training principles
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment:

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Planning training content and breaking it up into manageable sections Seeking out and reviewing information related to work activities in which training is to occur such as recipes, menus, product information
Communicating Ideas and Information	2	Giving instructions to others being coached Seeking and providing feedback on training session Questioning colleague about aspects of skills learnt Informing other colleagues and/or supervisors of training session
Planning and Organising Activities	2	Planning and organising the training session including arranging venue, equipment and time Structuring and sequencing training
Working with Others and in Teams	2	Coaching colleagues in a friendly and positive manner enabling him/her to achieve the required skills
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with the situation where there is a communication breakdown due to language or cultural barriers

BSZ401A   Plan assessment

Unit Descriptor

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.

Element	Performance Criteria
1 Establish evidence required for a specific context	1.1 Establish the evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance.
	1.2 Read and interpret relevant unit(s) of competency accurately to identify the evidence required.
	1.3 Specify evidence requirements to: ▪ assure valid and reliable inferences of competency ▪ authenticate the performance of the person being assessed ▪ confirm that competency is current.
	1.4 Specify sufficient evidence to show consistent achievement of the specified standards.
	1.5 Establish the cost of gathering the required evidence.
2 Establish suitable assessment method(s)	2.2 Select assessment methods which are appropriate for gathering the type and amount of evidence required.
	2.3 Identify opportunities to consolidate evidence gathering activities.
	2.4 Propose allowable adjustments in the assessment method to cater for the characteristics of the person(s) being assessed.

3	**Develop assessment tools appropriate to a specific assessment context**	3.1	Develop assessment tools to gather valid, reliable and sufficient evidence for a specific assessment context.
		3.2	Design the assessment tool to mirror the language used to demonstrate the competency in a specific context.
		3.3	Prepare clear instructions (spoken or written) including any adjustments which may be made to address the characteristics of the person(s) being assessed.
		3.4	Check the assessment tool to ensure flexible, fair, safe and cost-effective assessment can occur.
4	**Trial assessment procedure**	4.1	Trial assessment methods and tools using an appropriate sample of people to be assessed.
		4.2	Ensure that evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.
		4.3	Make appropriate adjustments to improve the assessment method and tools in light of the trial.
		4.4	Ratify assessment procedures, including evidence requirements, assessment methods and tools, with appropriate personnel in the industry/enterprise and/or training organisation where applicable.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Assessment system may be developed by:
- the industry through the endorsed component of training packages assessment guidelines
- the enterprise
- a registered training organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process

- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:
- purpose of the assessment such as:
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on-the-job or off-the-job
  - combination of both
- assessment guidelines of training package or other assessment requirements.

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

Appropriate personnel many include:
- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory training/recognition authorities
- training and assessment co-ordinators
- relevant managers/supervisors team leaders
- technical specialists.

Appropriate procedure:
- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation

- a combination of the above.

The assessment procedure should specify the following:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Assessment environment and resources to be considered include:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OH&S requirements
- enterprise/industry standard operating procedures.

Allowable adjustments may include:
- provision of personal support services (eg. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg. word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of the Training Package for Assessment and Workplace Training
- skills in the application of various assessment methods, relevant to workplace context
- planning of own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
- read and interpret relevant information to plan assessment
- give clear and precise information/instructions in spoken or written form
- adjust spoken and written language to suit target audience
- write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
- prepare required documentation using clear and comprehensible language and layout
- calculate and estimate costs
- communication skills appropriate to the culture of the workplace and the individual(s).

Linkages to Other Units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:
- documentation in relation to:
- specific assessment context, including the purpose of assessment
- features of the assessment system
- characteristics of the person being assessed
- evidence of competency required
- plan of opportunities for gathering the evidence required
- assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- an assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- an assessment procedure for the specific context
- assessment requires evidence of the following processes to be provided:
- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified

- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on the job or in a simulated workplace
- use by assessors of competencies relevant to their areas of technical expertise
- access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel
- assessment over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that assessment planning skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and/or portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Developing assessment tools by gathering and interpreting the relevant competency standards
Communicating Ideas and Information	3	Communicating with others when planning assessment to ensure that language, literacy and numeracy issues are taken into consideration
Planning and Organising Activities	3	Planning and organising appropriate assessment and evidence gathering opportunities with candidate(s)
Working with Others and in Teams	2	Trialing the assessment method with a sample group Reviewing logbooks at a time convenient with the candidate
Using Mathematical Ideas and Techniques	2	Preparing a financial report/forecast for assessment costs
Solving Problems	2	Discussing issues regarding the assessment tool with the candidate
Using Technology	2	Recording results on a database

BSZ402A   Conduct assessment

Unit Descriptor

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

Element	Performance Criteria
1 Identify and explain the context of assessment	1.1 Discuss and confirm the context and purpose of assessment with the person(s) being assessed.
	1.2 Clearly explain the relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) to the person being assessed.
	1.3 Clarify the assessment procedure and agree on expectations of both the assessor and candidate.
	1.4 Explain any legal and ethical responsibilities associated with the assessment to the person(s) being assessed.
	1.5 Determine the needs of the person being assessed to establish any allowable adjustments in the assessment procedure.
	1.6 Convey information using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed.
2 Plan evidence gathering opportunities	2.1 Identify opportunities to gather evidence of competency, which occurs as part of workplace or training activities, that cover the dimensions of competency.
	2.2 Identify the need to gather additional evidence which may not occur as part of the workplace or training activities.
	2.3 Plan evidence gathering activities to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.

3	**Organise assessment**	3.1	Arrange and obtain the resources specified in the assessment procedure within a safe and accessible assessment environment.
		3.2	Inform appropriate personnel of the assessment.
		3.3	Employ language and strategies and techniques to ensure that spoken interactions and any written documents are understood by all person(s) being assessed and appropriate personnel.
4	**Gather evidence**	4.1	Adjust verbal and non-verbal language and employ strategies to promote a supportive assessment environment to gather evidence.
		4.2	Gather the evidence specified in the assessment procedure, using the assessment methods and tools.
		4.3	Gather evidence in accordance with specified allowable adjustments where applicable.
		4.4	Document evidence gathered in accordance with the assessment procedure.

5 Make the assessment decision

5.1 Evaluate evidence in terms of:
- validity
- authenticity
- sufficiency
- currency
- consistent achievement of the specified standard.

5.2 Evaluate evidence according to the dimensions of competency:
- task skills
- task management skills
- contingency management skills
- job/role environment skill
- transfer and application of knowledge and skills to new contexts.

5.3 Seek guidance, when in doubt, from a more experienced assessor(s).

5.4 Make the assessment decision in accordance with the criteria specified in the assessment procedure.

6	**Record assessment results**	6.1	Record the assessment results accurately in accordance with the specified record keeping requirements.
		6.2	Maintain confidentiality of assessment outcome and provide access to the assessment records only to authorised personnel.
7	**Provide feedback to persons being assessed**	7.1	Provide clear and constructive feedback in relation to performance to the person(s) being assessed, using language and strategies to suit the person(s) including provision of guidance on further goals/training opportunities.
		7.2	Explore opportunities for overcoming any gaps in competency, as revealed by the assessment, with the person(s) being assessed.
		7.3	Advise the person(s) being assessed of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged.
8	**Report on the conduct of the assessment**	8.1	Report positive and negative features experienced in conducting the assessment to those responsible for the assessment procedure.
		8.2	Record and report any assessment decision disputed by the person(s) being assessed promptly to those responsible for the assessment procedure.
		8.3	Make suggestions for improving any aspect of the assessment process to appropriate personnel.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Assessment system may be developed by:
- the industry
- the enterprise
- a registered training organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made

- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:
- purpose of the assessment, such as:
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment, such as:
  - on-the-job or off-the-job
  - combination of both
- Assessment Guidelines o f the relevant Training Package or other assessment requirements
- features of assessment system.

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

Appropriate personnel may include:
- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory training/recognition authorities
- training and assessment co-ordinators
- relevant managers/supervisors/team leaders
- technical specialists.

Assessment procedure may include:
- the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise

- the training organisation
- a combination of the above.

The assessment procedure should specify the following:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services (eg. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg. work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered may include:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OH&S requirements
- enterprise/industry standard operating procedures.

Recording procedures may include:
- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above.

Assessment reporting:
- final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: statutory and legislative requirements for maintaining records may vary in States/Territories.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Assessment guidelines of the Training Package Assessment and Workplace Training
- planning of own work including predicting consequences and identifying improvements
- skills in the application of various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
- give clear and precise instructions and information in spoken or written form
- seek confirmation of understanding from the person(s) being assessed
- adjust language to suit target audience
- prepare required documentation using clear and comprehensible language and layout
- ask probing questions and listen strategically to understand responses of the person being assessed
- seek additional information for clarification purposes
- use verbal and non-verbal language to promote a supportive assessment environment
- use language of negotiation and conflict resolution to minimise conflict
- communication skills appropriate to the culture of the workplace and the individual(s).

Linkages to Other Units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:

- description of the assessment context, including the purpose of assessment
- the relevant competency or other performance standard and assessment procedure used
- description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- conduct of assessment in accordance with competency requirements
- recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:
- how agreement was sought with the person(s) being assessed on the conduct of the assessment
- how opportunities to gather evidence were identified as part of workplace or training activities
- how evidence was gathered in accordance with the assessment procedure
- how evidence gathering activity covered the dimensions of competency
- how resources were arranged according to the assessment procedure
- how appropriate personnel were consulted
- how evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment was conducted to ensure that :
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- how constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- how guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on the job or in a simulated workplace
- use by assessors of competencies relevant to their areas of technical expertise
- access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment methods may include:

- work samples and/or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and/or portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Determining any special needs of the candidate prior to assessment
Communicating Ideas and Information	2	Providing constructive feedback in relation to the candidates performance
Planning and Organising Activities	2	Arranging resources required for the assessment
Working with Others and in Teams	2	Seeking guidance from a more experienced assessor Discussion of the assessment with the person(s) being assessed
Using Mathematical Ideas and Techniques	2	Developing checklists and evidence matrixes to document assessment findings
Solving Problems	2	Discussing opportunities for re-assessment or additional forms of evidence that can meet any gaps in competency
Using Technology	3	Using a computer to develop and document assessment methods and assessment tools

BSZ403A   Review assessment

Unit Descriptor

This unit covers requirements to review assessment procedures in a specific context.

Element	Performance Criteria
1 **Review the assessment procedure(s)**	1.1 Provide the opportunity for appropriate personnel to review the assessment outcomes and procedure using agreed evaluation criteria.
	1.2 Follow the review process established by the enterprise, industry or registered training organisation.
	1.3 Review the assessment procedure(s) at a specified site in cooperation with person(s) being assessed, and identify any appropriate personnel in the industry/enterprise/training establishment and/or any agency.
	1.4 Document review activities, substantiate findings and evaluate the review approach.
2 **Check consistency of assessment decision**	2.1 Check evidence from a range of assessments is for consistency across the dimensions of competency.
	2.2 Check evidence against the key competencies.
	2.3 Review consistency of assessment decisions with defined performance standards and note and act upon discrepancies and inconsistencies.
3 **Report review findings**	3.1 Make recommendations to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes.
	3.2 Evaluate records to determine whether the needs of appropriate personnel have been met.
	3.3 Make effective contributions to system-wide reviews of the assessment process and review feedback procedures.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Assessment system may be developed by:
- the industry
- the enterprise
- the registered training organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, renumeration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:
- purpose of the assessment such as:
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment such as:
  - on the job or off the job
  - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system.

Evaluation criteria in review process should include:
- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure

- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability.

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster.

Appropriate personnel may include:
- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory training/recognition authorities
- training and assessment co-ordinators
- relevant managers/supervisor/team leaders
- technical specialists.

Assessment procedure:
- the assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.

The assessment procedure should specify the following:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed

- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services (eg. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg. work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OH&S requirements
- enterprise/industry standard operating procedures.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge of the review process established by the industry, enterprise or training organisation
- knowledge of evaluation methodologies relevant to the assessment context

- relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- knowledge of relevant organisational policies and procedures of the workplace and/or job role
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- skills in the application of various assessment methods/tools in a relevant workplace context
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources
  - document findings in summary form, graphs or tables
  - present findings in a short report to relevant personnel
  - make recommendations based on findings
  - determine cost effectiveness
- communication skills appropriate to the culture of the workplace and the individual(s).

Linkages to Other Units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:
- documented process for the review of the assessment procedure(s)
- a report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:
- how the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- why particular review/evaluation methodologies were chosen
- how cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on-the-job or in a simulated workplace. Use by assessors of competencies relevant to their areas of technical expertise
- access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms

- access to assessment decisions, relevant workplace equipment, appropriate personnel
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Checking evidence from a range of assessments for consistency across the dimensions of competency
Communicating Ideas and Information	3	Making recommendations to appropriate personnel for modifications to the assessment procedure
Planning and Organising Activities	2	Notifying appropriate personnel when reviewing the assessment procedure
Working with Others and in Teams	2	Working in co-operation with others in the review process
Using Mathematical Ideas and Techniques	2	Checking consistency of assessments with defined performance standards
Solving Problems	2	Developing a range of strategies to compensate for a person with a learning disability
Using Technology	2	Word processing a report on the findings of the review

BSZ404A Train small groups

Unit Descriptor

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.

Element	Performance Criteria
1. Prepare for training	1.1 Identify and confirm specific training needs through consultation with appropriate personnel.
	1.2 Match training objectives to identify competency development needs.
	1.3 Plan and document training approaches.
2. Deliver training	2.1 Conduct training in a safe and accessible environment.
	2.2 Select training delivery methods appropriate to training participant(s) needs, trainer availability, location and resources.
	2.3 Employ strategies and techniques which facilitate the learning process.
	2.4 Discuss training objectives, sequence of activities and assessment processes with training participant(s).
	2.5 Undertake a systematic approach to training and revise and modify the approach to meet specific needs of training participant(s).
3. Provide opportunities for practices	3.1 Provide practice opportunities to ensure that the participant achieves the components of competency.
	3.2 Implement a variety of methods for encouraging learning which provide diverse approaches to meet the individual needs of participants.

4. Review training

4.1 Encourage participants to self evaluate performance and identify areas for improvement.

4.2 Monitor participants' readiness for assessment and provide assistance with the collection of evidence of satisfactory performance.

4.3 Evaluate training in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives.

4.4 Record training details according to enterprise and legislative requirements.

4.5 Utilise results of evaluation to guide further training.

Range Statement

Relevant information to identify training needs includes:
- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:
- team leaders/supervisors/technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on-the-job coaching
- job rotation
- a combination of the above.

Components of competency include:
- task skills
- task management skills
- contingency management skills

- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

Training sessions may include:
- one-to-one demonstration
- small group demonstration (2 to 5 persons).

Resources may include:
- time
- location
- personnel
- materials and equipment
- OH&S and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:
- active listening
- targeted questioning
- points of clarification
- group discussions.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (eg OH&S and EEO) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues.
- language, literacy and numeracy required skills to:
- conduct discussions and ask probing questions to review the training
- gather information (in spoken or written form) for review purposes
- make verbal recommendations for delivery of future training
- adjust language to suit target audience (training participant/appropriate personnel)

- complete records on training
- provide verbal feedback & report on training outcomes
- follow and model examples of written texts
- promote training in verbal or written form
- communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

Linkages to Other Units

This unit may be assessed in conjunction with other units that form part of a job function.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:
- description of the specific training need and required competency outcomes
- outline of the training approach and steps to be followed
- description of training participant(s) and delivery method(s) to be used
- specific resources required
- outline of the evidence to be collected for monitoring training participant progress
- trainer's self assessment of training delivery
- participant evaluation of training delivery
- evaluation of review comments against plan of training
- records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:
- how the specific training need was determined
- how the sequence of the training was determined
- how appropriate personnel were identified
- why particular delivery method(s) were selected
- how the characteristics of training participant(s) were identified
- how the resource requirements were established
- how participant progress was monitored
- why and how the training resources were selected
- how appropriate personnel confirmed training arrangements
- how participant(s) were informed of:
- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired
- how training participant readiness for assessment was determined and confirmed
- how records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on the job or in a simulated workplace
- use by candidate workplace trainers of competencies relevant to their area of technical expertise
- access to records system for training, information, and training participants and supervisory staff (where appropriate)
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Identifying the specific training needs of the group/individuals through consultation
Communicating Ideas and Information	2	Encouraging participants to self-evaluate
Planning and Organising Activities	2	Organising the training venue and equipment
Working with Others and in Teams	2	Notifying other personnel of the training session
Using Mathematical Ideas and Techniques	1	Matching training objectives to identify competency development needs
Solving Problems	2	Using strategies to assist a participant with a learning disability
Using Technology	1	Recording competency results on a database

BSZ405A   Plan and promote a training program

Unit Descriptor

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.

Element	Performance Criteria
1. Identify the competency needs	1.1 Identify the client, target group and appropriate training personnel and negotiate and confirm the required goals and outcomes of the training program with the client.
	1.2 Obtain the relevant competency or other performance standards for the target group and verify with appropriate personnel.
	1.3 Determine gaps between the required competencies and current competencies of the target group.
2. Document training program requirements	2.1 Identify training program goals to specify required knowledge and skills and links to specified units of competency, qualification and/or other standards of performance.
	2.2 Ensure that training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies.
	2.3 Customise available training programs and resources to meet specific client needs, where required.
	2.4 Identify appropriate groupings of activities are to support formative and summative assessments.
	2.5 Prepare and confirm an overview of training sessions, including appropriate timing and costs, with appropriate personnel including those relating to language, literacy and numeracy as specified in documentation.
	2.6 Identify and specify methods of supporting and guiding participants within the target group.

3.	**Identify program resources**	3.1	Identify resources required for the program, seek approval by appropriate personnel and allocate to meet training participants' characteristics.
		3.2	Identify and arrange safe and accessible training environments to support the development of competencies.
		3.3	Make arrangements with personnel required to support the training program.
		3.4	Maintain a register of training resources and hold in an accessible form.
4.	**Promote training**	4.1	Provide advice on the development of the training program to appropriate personnel.
		4.2	Make information on planned training events widely available, utilising a variety of methods.
		4.3	Monitor promotional activities for effectiveness in collaboration with the client and appropriate personnel.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Training program may include:
- a collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources.

Target group may include:
- employee groups (eg. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs.

Training may be:
- on-the-job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single or multi-site operation.

Clients may include:
- a department/division
- a work area
- an enterprise or organisation.

Clients needs may include:
- increased productivity

- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Information on the required competencies may be collected from:
- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client groups
- enterprise skills audit reports
- industry skills audit reports
- government reports
- market needs analysis reports.

Training program may be based on:
- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards.

Target group competencies may be identified by:
- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports.

Appropriate personnel may include:
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees.

Training program delivery may involve:
- enterprise workplace-based delivery
- training provider-based delivery
- community-based deliver
- school-based delivery
- international programs
- combinations.

Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability

- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Variables for achieving competency may include:
- characteristics of training participants
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods may include**:**
- face-to-face
- distance learning
- lock step, partly self-paced, all self-paced
- trainer-centred, participant-centred
- real time, time independent
- interactive (eg audio ore video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching.

Training support may include:
- technical experts. (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment co-ordinators.

Training materials may include:
- non-endorsed components of a training package
- workbooks
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- understanding of Assessment and Workplace Training Competency Standards and Assessment Guidelines
- relevant competency standards , including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)

- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements (eg OHS and anti-discrimination regulations)
- competency in unit(s) of competency relevant to the training program
- understanding of the principles of adult learning and competency-based training as applied to the target group and client
- identification and correct use of equipment, processes and procedures relevant to competencies
- knowledge of methods of training needs analysis and planning
- sources of assistance for participants requiring language or other particular training support
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
- collect, summarise and interpret relevant information to plan a program
- communicate in spoken and written form with a range of people in the specified training context
- adjust spoken and written language to suit audience
- prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
- calculate and estimate costs, time and length of training programs
- awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Linkages to Other Units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:
- description of client, target group and appropriate personnel
- analysis of training needs of target group
- documentation on consultation with appropriate personnel throughout the program development phase
- outline of training program goals and supporting documentation including variables which may impact on the achievement of programs goals
- documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:
- how client, target group and appropriate personnel were identified
- how the sequence of the training was determined
- why there is a need for training as opposed to other non-training alternatives
- how the need for training was verified with appropriate personnel
- how appropriate personnel approved training program resources

- how language, literacy and numeracy issues were taken into consideration in the planning process.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on the job or in a simulated workplace
- access to records system for training, information, and training participants and supervisory staff (where appropriate)
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.
The following examples are appropriate for this unit:

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Conducting a training needs analysis
Communicating Ideas and Information	2	Discussing the logistics of the training environment with colleagues Promoting the training program to others
Planning and Organising Activities	2	Develop an overview of the training program
Working with Others and in Teams	2	Consult with colleagues in the development of training sessions
Using Mathematical Ideas and Techniques	1	Maintaining consumables according to budgetary requirements
Solving Problems	3	Identifying and implementing strategies where a participant(s) has language, literacy and/or numeracy issues.
Using Technology	2	Setting up a database to store a listing of training resources

BSZ406A   Plan a series of training sessions

Unit Descriptor

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.

Element	Performance Criteria
1. Identify training requirements	1.1 Identify the current competencies of the target group.
	1.2 Obtain relevant training package documentation or approved course documentation where applicable.
	1.3 Attain and interpret qualifications requirements, competencies and/or other performance standards.
	1.4 Identify training requirements from the gap between the required competencies and the current competencies of the target group.
	1.5 Confirm training requirements with appropriate personnel.

2.   Develop outlines of training sessions

2.1   Identify the training program goals, outcomes, performance and underpinning knowledge requirements.

2.2   Analyse the training program requirements, workplace application, activities and tasks required to develop the requisite competencies.

2.3   Identify a range of training delivery methods which are appropriate for:
- the competencies to be achieved
- training programs goals
- characteristics of training participants
- language, literacy and numeracy skill level of training participants
- availability of equipment and resources
- industry/enterprise contexts and requirements.

2.4   Map training session outlines against required competencies and identify and address deficiencies.

2.5   Document special requirements for resources, particular practice requirements and training experiences.

2.6   Specify methods of supporting and guiding training participants including appropriate training resources, language, literacy and numeracy support.

3.   Develop training materials

3.1   Check available materials to support the training program for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright.

3.2   Customise existing materials or develop resources to enhance the learning capability of training participants to achieve in the delivery setting.

3.3   Provide instructions for use of learning materials and any required equipment.

3.4   Observe copyright laws.

3.5   Identify training resource costs and obtain approval from appropriate personnel.

3.6   Develop and use documentation, resources and materials which are clear and comprehensible.

4. **Develop training sessions**

4.1 Develop training session plans to meet the goals of the training program.

4.2 Specify session planned outcomes from the training session plans.

4.3 Create opportunities within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice.

4.4 Identify delivery method from session plans which are appropriate for:
- the competency to be achieved
- training program goals
- training participants characteristics
- language, literacy and numeracy skill level of training participants
- learning resources and facilities to be used
- equipment and consumable resources available
- industry/enterprise workplace contexts and requirements
- each outlined training session.

4.5 Design training sessions to measure participant progress towards the program goals.

4.6 Document sequence and timing of the training sessions.

5. **Arrange resources**

5.1 Identify resources required for the training sessions and, where special access is required, gain approval by appropriate personnel.

5.2 Identify and arrange appropriate training locations.

5.3 Make arrangements with (any) additional personnel required to support the training program.

5.4 Arrange a safe, accessible training environment which is suitable for the acquisition of the identified competencies.

5.5 Organise learning resources, documentation on required competencies, assessment procedures and information on available support for training participants and hold in an accessible form.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Training program may include:
- a collection of training activities to meet competency requirements and target group and client needs (clients provide the approvals for expenditure of training resources)
- target group is the group for whom training is available and may include:
- employee groups, (eg. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs.

Training may be conducted:
- on-the-job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment.

Appropriate personnel may include:
- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical/subject experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory training recognition authorities
- language, literacy, numeracy specialists
- assessment/training partners.

Training programs may be based on:
- national industry training packages
- enterprise training packages
- national; state and local curricula
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Target group competencies may be identified by:
- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisory reports.

Training sessions may involve:
- theory
- demonstration
- combination of the two.

Training programs may involve:
- enterprise-based delivery
- provider-based delivery
- fee for service
- local, state or national curricula.
- community-based delivery
- school-based delivery
- international programs
- combination of the above.

Characteristics of participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, and language background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster.

Variables for achieving competency include:
- characteristics of training participants
- resources (eg. time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods may include:
- face-to-face
- distance
- lock step, partly self-paced, all self-paced
- trainer centred, participant centred
- real time, time independent
- interactive (eg. audio or video conferencing, computer assisted, discussion).

Materials may include:
- non-endorsed components of an industry training package
- workbooks
- language, literacy and numeracy support/integrated training materials
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may include:
- technical and subject experts
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment co-ordinators.

Practice opportunities may include:
- on-the-job
- off-the-job but located in participant's workplace
- off the job in a special demonstration area
- off-the-job in an external training room
- work/field placements
- job rotation
- a combination of the above.

Training activities and tasks may include:
- oral presentations
- simulations activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer-based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on-the-job learning
- off-the-job learning
- practical placements.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- Assessment and Workplace Training Competency Standards
- relevant competency standards, including industry or enterprise standards of performance
- relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements.
- competency in unit(s) of competency relevant to the training program
- principles of adult learning and competency-based training

- identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- appropriate methods of analysis and planning
- sources of assistance for participants requiring language or other particular training support
- planning own work, including predicting consequences and identifying improvements
- language, literacy and numeracy skills to:
- collect, summarise and interpret relevant information to plan a program
- communicate in spoken and written form with a range of people in the specified training context
- adjust spoken and written language to suit audience
- prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
- calculate and estimate costs, time and length of training sessions
- awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training.
- application of cultural understanding in the context of training and assessment.

Linkages to Other Units

This unit may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Assessment requires evidence of the following products to be collected:
- description of target group, characteristics of training participants and appropriate personnel
- outline of training program requirements to deliver training sessions, including any variables to meet the characteristics of training participants
- training session plans
- samples of training materials
- documentation of resources, assessment procedures and support needed in training delivery.

Assessment requires evidence of the following processes to be provided:
- how appropriate personnel were consulted
- how consultation took place with appropriate personnel
- how the session plans meet competency requirements and characteristics of training participants
- how the training was made accessible and effective for all training participants
- how training materials and resources were selected
- how training materials were prepared
- why training methods of delivery were selected
- how/why training deliver was modified
- how language, literacy and numeracy issues were taken into consideration in the planning process.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on-the-job or in a simulated workplace.

- access to target group, competency training program including relevant standards and resources
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Analysing the training program requirements, workplace application, activities and tasks required to develop the requisite competencies
Communicating Ideas and Information	2	Discussing training program overview with colleagues
Planning and Organising Activities	2	Organise the resources and documentation required for training sessions
Working with Others and in Teams	2	Informing colleagues and participants of training session times and requirements
Using Mathematical Ideas and Techniques	1	Plan a timetable for training sessions
Solving Problems	3	Identifying and implementing strategies where a participant(s) has language, literacy and/or numeracy issues
Using Technology	2	Document training session outcomes on a computer system

BSZ407A   Deliver training sessions

Unit Descriptor

This unit covers the requirements for a person to deliver training sessions as part of a training program.

Element	Performance Criteria
1. Prepare training participants	1.1 Explain and discuss the training program goals and the training session outcomes with the training participants.
	1.2 Explain and confirm the training program workplace applications, training activities and tasks with the training participants.
	1.3 Identify the needs of training participants for competency acquisition.
	1.4 Explain the series of training sessions for the training program to training participants.
	1.5 Explain and confirm ways in which the competencies are to be developed and assessed with the training participants.
	1.6 Adjust language to suit the training participants and employ strategies/techniques (eg paraphrasing and questioning) to confirm understanding.
2. Present training session	2.1 Ensure the presentation and training delivery are appropriate to the characteristics of training participants and the development of competencies.
	2.2 Ensure the presentation of training and design of learning activities emphasise and reinforce the components of competency: ▪ task skills ▪ task management skills ▪ contingency management skills ▪ job/role environment skills ▪ transfer and application of skills and knowledge to new contexts.
	2.3 Ensure the presentation and training delivery methods provide variety, encourage participation and reinforce competencies.
	2.4 Use spoken language and communication strategies/techniques which encourage participation and achieve the outcomes of training sessions.
	2.5 Review and modify the training sessions as necessary to meet training participants' needs.

3.	**Facilitate individual and group learning**	3.1 Explain the requirements for the effective participation in the learning process.

3.2 Provide timely information and advice to training participants during training sessions.

3.3 Enhance training presentations with the use of appropriate training resources.

3.4 Present clear and accurate information in a sequence to foster competency development.

3.5 Adjust language to suit training participants.

3.6 Actively involve training participants in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages.

3.7 Utilise training equipment and materials in a way that enhances learning.

3.8 Provide supplementary information to enhance and clarify understanding as required by individuals or the group.

3.9 Summarise key points at appropriate times to reinforce learning.

3.10 Monitor and manage individual learning and group dynamics to achieve program goals.

3.11 Take into account language, literacy and numeracy issues to facilitate learning by training participants.

4.	**Provide opportunities for practice and feedback**	4.1 Discuss process, rationale and benefits of practice of competency with training participants.

4.2 Provide practice opportunities to match:
- specific competencies to be achieved
- context of the training program
- specific outcomes of the training session.

4.3 Monitor and discuss training participants' readiness for assessment with participants.

4.4 Provide constructive feedback and reinforcement through further training and/or practice opportunities.

5.   Review delivery of training session

5.1   Seek training participants' review of training delivery.

5.2   Discuss delivery of training session with appropriate personnel at appropriate times.

5.3   Self-assess training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards.

5.4   Seek the reaction of relevant personnel to the delivery and discuss at appropriate times.

5.5   Consider adjustments to delivery, presentation and training and incorporate.

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Training program:
- a collection of training activities to develop competencies of a target group (clients provide the approvals for expenditure of training resources)

Target groups include:
- employee groups (eg. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs.

Appropriate personnel may include:
- trainers/teachers and assessors
- team leaders/supervisors/employers/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory training/recognition authorities.

Training programs may be based on:
- national industry training packages
- enterprise training packages
- national; state and local curricula
- enterprise-based standards, standards of performance or curriculum,
- international standards
- international programs.

Training programs may involve:
- enterprise-based delivery
- provider-based delivery
- fee-for-service

- local, state or national curricula.
- community-based delivery
- school-based delivery
- international programs
- combination of the above.

Target group competencies may be identified by:
- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisory reports.

Training sessions may involve:
- theory
- demonstration
- combination of the two.

Characteristics of participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, and language background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.

Components of competency include:
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability

- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

Training delivery methods may include:
- face-to-face
- distance
- lock step, partly self-paced, all self-paced
- trainer-centred, participant-centred
- real time, time independent
- place dependent, place independent
- interactive (eg. audio or video conferencing, computer assisted, discussion).

Training materials may include:
- non-endorsed components of an industry training package
- workbooks
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Practice opportunities may include:
- on-the-job
- off-the-job but located in participant's workplace
- off-the-job in a special demonstration area
- off-the-job in an external training room
- work/field placements
- job rotation
- a combination of the above.

Training activities and tasks may include:
- oral presentations
- simulations activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer-based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on-the-job learning
- off-the-job learning
- practical placements.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:

- knowledge of Assessment and Workplace Training Competency Standards
- relevant competency standards, including industry or enterprise standards
- relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements (eg OHS and anti-discrimination regulations)
- competency in unit(s) of competency relevant to the training program
- identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- understanding of the principles of adult learning and competency-based training as applied to target group
- design and/or customisation of effective learning resources
- requirements for compliance with copyright laws for resources used in training
- skills for facilitating group and individual learning in specific contexts
- sources of assistance for participants requiring language or other particular training support
- planning own work, including predicting consequences and identifying improvements
- language, literacy and numeracy skills to:
- present information in a clear, logical and coherent manner
- present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
- adjust spoken and written language to suit audience
- employ interaction strategies and techniques (eg probing, questioning, active listening and constructive feedback) to encourage participation
- prepare learning resources and materials using language and layout features to suit intended audience sessions
- awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Linkages to Other Units

This unit may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:

Assessment requires evidence of the following products to be collected:

- delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- training materials and resources
- trainers' self-assessment of their own training delivery
- documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided:

- how participant(s) were informed of the:
  - program goals
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - training activities and tasks
  - assessment tasks and requirements
- how the delivery of the training was conducted to ensure that:
  - training participants were involved in the sessions
  - language, literacy and numeracy issues were taken into consideration
- why particular resource materials were selected
- how the characteristics of training participants were identified and addressed
- how readiness for assessment was determined and confirmed with training participants
- how constructive feedback was provided to the target group about their progress towards the program's goals
- how the group operated in terms of processes and dynamics
- how feedback from the target group was received and program adjusted.

Context for assessment:

Assessment must ensure:
- assessment on the job or in a simulated workplace.
- Use by workplace trainers of competencies relevant to their areas of technical expertise
- access to training program, training session plans, requisite training locations, materials and target groups for training
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Preparing a training session
Communicating Ideas and Information	3	Informing participants of the training program goals and objectives
Planning and Organising Activities	2	Organising a variety of resources to enhance the learners experience
Working with Others and in Teams	3	Conduct an evaluation of the training session with participants and other relevant personnel
Using Mathematical Ideas and Techniques	2	Documenting findings of evaluation or to plan training sessions
Solving Problems	3	Identifying and implementing strategies where a participant(s) has language, literacy and/or numeracy issues
Using Technology	2	Using a computer system to document training sessions

BSZ408A   Review training

Unit Descriptor

This unit covers the requirements for a person to record training data and review training.

Element	Performance Criteria

Element   **Performance Criteria**

1.   Record training data

1.1 Record details of training program and target groups competency attainment in accordance with the training system requirements and securely store.

1.2 Make available training records to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents.

2.   Evaluate training

2.1 Evaluate training against identified needs and goals of the training program.

2.2 See feedback on the training program from training participants and appropriate personnel.

2.3 Encourage training participants to evaluate how progress towards achieving competency was enhanced by the training sessions.

2.4 Review trainer's performance against:
- program goals
- the Assessment and Workplace Training Competency Standards
- training participants' comments
- training participants' competency attainment.

2.5 Utilise results of the evaluation to improve current and future training.

2.6 Make suggestions for improving any aspect of the recording procedure.

3.   Report on training

3.1 Develop reports on outcomes of the training sessions and distribute to appropriate personnel..

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Training program:
- a collection of training activities to develop competencies of a target group (clients provide the approvals for expenditure of training resources)

Target groups include:
- employee groups (eg. particular classification or work area, female employees)
- groups or individuals with special training and/or recognition needs.

Training may be:
- on-the-job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site or a multi site operation
- in a combination of the above.

Clients may include:
- a department/division
- a work area
- an enterprise or organisation.

Clients needs may include:
- increased productivity
- enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Characteristics of participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

Training system may be developed by:
- the industry
- the enterprise
- the training organisation
- a combination of the above.

Reports on training may be:
- on a proforma or template
- written
- verbal
- combination of the above.

Training evaluation may include:
- affective (eg. satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. absenteeism from work, productivity).

Appropriate personnel may include:
- trainers/teachers and assessors
- team leaders/supervisors/employers/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory training/recognition authorities.

Record systems may be:
- paper-based
- computer-based systems using magnetic or optical storage
- combination of paper-based or computer-based systems.

Training session may involve:
- theory
- demonstration
- combination of the two.

Training programs may involve:
- enterprise-based delivery
- provider-based delivery
- fee-for-service
- local, state or national curricula.
- community-based delivery
- school-based delivery
- international programs
- combination of the above.

Variables for achieving competency may include::
- participant characteristics
- resources (eg. time, location, space, people, costs)
- language, literacy and numeracy issues.

Training delivery methods may include:
- face-to-face

- distance
- lock step, partly self-paced, all self-paced
- trainer-centred, participant-centred
- real time, time independent
- place dependent, place independent
- interactive (eg. audio or video conferencing, computer assisted, discussion).

Training materials may include:
- non-endorsed components of an industry training package
- workbooks
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may come from:
- technical and subject experts (including particular subject and language and literacy experts)
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment co-ordinators.

Practice opportunities may be:
- on-the-job
- off-the-job but located in participant's workplace
- off-the-job in a special demonstration area
- off the job in an external training room
- work/field placements
- job rotation
- a combination of the above.

Evidence Guide

Essential Knowledge and Skills to be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- assessment and Workplace Training Competency Standards
- relevant competency standards, including industry or enterprise standards of performance
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context
- policies and procedures relating to the organisations training system including those requirements for recording and maintaining confidential, secure and accurate records.
- evaluation and review methodologies including those that produce qualitative and quantitative data

- establishment of criteria to evaluate training programs
- adaptation and use of training record systems for formative and summative assessment
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills to:
- collect, organise and analyse data
- prepare reports, questionnaires and promotional material
- present qualitative and quantitative data in a clear and coherent manner
- use probing questioning and active listening techniques to seek feedback on training
- adjust spoken and written language to suit audience
- awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- application of cultural understanding in the context of training and assessment.

Linkages to Other Units

This unit may be assessed in conjunction with other units that form part of a job role.

Critical Aspects of Assessment

Evidence of the following is critical:
Assessment requires evidence of the following products to be collected:
- evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)
- training and assessment records
- reports on the outcomes of the training sessions and training program
- plans for current and future training programs and activities
- promotional materials/reports
- costs incurred.

Assessment requires evidence of the following processes to be provided:
- how and why evaluation methods were selected
- how evaluation information was gathered and acted upon
- how the report on training sessions/programs was made to appropriate personnel
- how records are maintained, kept confidential and stored.

Context of Assessment and Resource Implications

Assessment must ensure:
- assessment on the job or in a simulated workplace
- use by workplace trainers of competencies relevant to their areas of technical expertise
- access to training record systems, programs, and appropriate personnel
- access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training
- opportunities to discuss training outcomes with appropriate personnel
- assessment over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Methods

Assessment methods must be chosen to ensure that financial management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment methods may include a combination of:
- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	3	Conducting a training evaluation and using the results to improve future training
Communicating Ideas and Information	3	Making suggestions for improving any aspect of the recording procedure
Planning and Organising Activities	3	Setting times to discuss training outcomes with participants
Working with Others and in Teams	3	Seeking feedback from others on the training program
Using Mathematical Ideas and Techniques	2	Develop a checklist to compare participant competency attainment with self assessment findings
Solving Problems	3	Identifying and implementing strategies where a participant(s) has language, literacy and/or numeracy issues
Using Technology	1	Developing a report on the outcomes of the evaluation

Supporting Technical Skills

COMPETENCY STANDARDS FOR THE CARAVAN INDUSTRY TRAINING PACKAGE

CONTENTS

THCSTS01A   Apply technical knowledge of recreational vehicle manufacturing to work activities

Unit Descriptor

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.

Element		Performance Criteria	
1	Source and update information on recreational vehicles	1.1	Identify sources of current information on recreational vehicles manufacturing including: • types, models and options currently available • local and overseas manufacturing • technical information • regulatory and legal requirements.
		1.2	Access and update information relevant to work activities.
2	Apply technical information on recreational vehicles to work activities	2.1	Apply technical information regarding the manufacture of recreational vehicles and accessories to work activities to meet product, design, enterprise, customer and safety requirements.
3	Identify relevant information on regulatory and legal requirements to work activities	3.1	Apply information on legal and regulatory obligations to assist in effective work performance.
		3.2	Monitor issues of current concern to the industry.
		3.3	Conduct day-to-day activities in accordance with legal and regulatory obligations, industry practices and enterprise procedures.
		3.4	Share knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.

4	**Apply information on products to work activities**	4.1	Apply information on products produced both within and outside the enterprise to work activities.
		4.2	Apply information about models, parts, accessories and options to meet customer requirements/requests and enterprise needs.

Range Statement

This unit applies to the manufacturing, servicing and retail sectors of the recreational vehicle industry. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home.
-

Work activities may include:
- manufacturing
- servicing recreational vehicles and parts
- designing
- marketing
- sales of recreational vehicles and accessories.

Technical information may relate to:
- types and models of recreational vehicles
- designs and design features and limitations
- materials used for different models and components
- structure
- components, accessories and options.

Legal and regulatory obligations may include:
- Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA)
- licensing requirements related to installation, servicing and repair of gas, electrical, plumbing, air conditioning fittings and wiring.
- welding, joining and adhesives
- Government, (Federal, State, local) legislation.

Information on products may relate to:
- options for components, fittings and accessories
- options for layout, furniture, colour schemes, fabrics and finishes
- customer requests and feedback
- enterprise quality assurance processes and design limitations and improvements.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- requirements of the Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA)
- working drawings of recreational vehicles and components manufactured by the organisation
- development and interpretation of instructions and specifications
- components, products and accessories manufactured by the enterprise
- recreational vehicle structural knowledge
- characteristics and uses of materials used for recreational vehicle manufacture
- tolerances, loads, weight bearing and distribution
- feasibility of specific options
- characteristics and uses of types of welding, joints and adhesives
- legal obligations including general duty of care, OH&S and safety regulations
- licensing requirements for use of gas, electrical wiring, air conditioning, welding and related .

Linkages to Other Units

This underpins effective performance in other units related to the design, manufacturing, servicing and sales of recreational vehicles and accessories. It is recommended that it be delivered and assessed in conjunction with other relevant units.

This unit has particular linkages to the following units and combined training and assessment may be appropriate:
- WRRS2B Advise on products and services.

Critical Aspects of Assessment

Evidence of the following is critical:
- detailed knowledge related to design options and limitations
- application of technical knowledge to relevant work situations
- knowledge of all relevant OH&S, regulatory and legislative requirements
- knowledge and consideration of safety aspects related to design, manufacture and service of recreational vehicles as relates to job role.

Context of Assessment and Resource Implications

Assessment must include:
- demonstration of application of knowledge to a range of typical work-related situations
- work activities that allow the candidate to respond to typical challenges involved in the design, manufacture, service or sales of recreational vehicles in order to meet customer and enterprise requirements.

Assessment Methods

Assessment methods must be chosen to ensure that the application of technical knowledge of recreational vehicle manufacturing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- project or work activities that allow the candidate to apply technical knowledge to meet customer and/or enterprise specifications or requirements
- oral and written questions about use of materials, features and components and their characteristics, applications and limitations
- role play in which the candidate applies knowledge of technical aspects of recreational vehicle manufacturing to meet customer requests
- review of designs, instructions and specifications developed by the candidate
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Accessing information about customer requirements, available components, materials
Communicating Ideas and Information	2	Developing product information sheets for marketing purposes Writing specifications and instructions
Planning and Organising Activities	1	Preparing for a sales presentation to a customer
Working with Others and in Teams	1	Liaising with customers and others in the manufacturing team
Using Mathematical Ideas and Techniques	2	Calculating space and weight-bearing requirements for accessory options selected by a customer
Solving Problems	1	Dealing with requests for unusual accessories or configurations, repairing damaged components
Using Technology	2	Using computer software programs to design a recreational vehicle or configure layout options for a customer

THCSTS02A   Use hand and power tools

Unit Descriptor

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.

Element		Performance Criteria	
1	**Identify hand and power tools**	1.1	Identify types of hand and power tools, their functions and sources of power supply.
		1.2	Identify specific hand and power tools required for various jobs in work operations.
		1.3	Identify and follow OH&S requirements for using hand and power tools.
2	**Select hand tools**	2.1	Select, correctly fit and use appropriate personal protective equipment.
		2.2	Select hand tools according to job requirements.
		2.3	Check tools for serviceability and safety and mark any unsafe or faulty tools for repair according to enterprise procedures, or report to supervisor.
		2.4	Select equipment to hold or support material for hand tools application where applicable.
3	**Use hand tools**	3.1	Locate and hold material in position for hand tool application.
		3.2	Use hand tools safely and effectively according to their intended use.
		3.3	Secure hand tools in a safe position when not in immediate use.

4	**Select power tools**	4.1	Select, correctly fit and use appropriate personal protective equipment.
		4.2	Select power tools and leads/hoses according to conventional work practice and job requirements.
		4.3	Examine power tools and leads/hoses for serviceability and safety according to OH&S requirements and mark any faults for repair according to enterprise procedures, or report them to supervisor.
		4.4	Select equipment to hold or support materials for power tool application where applicable.
5	**Establish power supply to work location**	5.1	Identify route for safe placement of leads/hoses clear of hazards.
		5.2	Run out electric power leads to power supply and support them overhead clear of traffic or cover them if presenting possible trip hazard.
		5.3	Connect electric power leads to supply and powerboard or direct to power tool.
		5.4	Run out air hoses to compressed air supply and cover if presenting possible trip hazard.
		5.5	Connect hose to power tool and air supply.
6	**Use power tools**	6.1	Locate material and hold in position for power tool application where applicable.
		6.2	Use power tools safely and effectively in application processes.
		6.3	Store power tools safely when not in use.
7	**Clean up**	7.1	Clean, maintain and store hand and power tools.
		7.2	Clean, check visually and store power leads/hoses.
		7.3	Clean, maintain and store equipment.
		7.4	Clear work area and remove waste.

Range Statement

This unit applies to the use of hand and power tools required for all aspects of recreational vehicle manufacturing and servicing. It also applies to the use of hand and power tools in

caravan parks. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home

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

Power supply may include:
- electricity
- compressed air.

Power tools include:
- drills
- nail guns
- staplers
- screwdrivers
- sanders
- angle grinders

- pneumatic wrenches
- circular saws
- jig saws
- planers
- routers
- hammer drills
- nibblers
- sheet metal shears.

Personal protective equipment may include:
- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators.

OH&S requirements include:
- safe workshop/worksite work practices
- safe use of hand tools and equipment
- safe use of power tools
- safe handling and storage of materials.

Reporting of faults may be verbal or written.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- workplace and equipment safety requirements and OH&S legislation
- uses and characteristics of portable power tools
- uses and characteristics of hand tools and equipment
- characteristics of materials, eg those used in the construction of recreational vehicles
- ability to work safely to instructions
- use of appropriate hand/eye co-ordination in the use of tools
- handling/holding materials during operation of tools
- selection of appropriate tools for different jobs and materials
- storage and maintenance of hand and power tools
- communication with team members
- personal protective equipment.

Linkages to Other Units

This unit underpins performance of all manufacturing and servicing units as well as several units addressing maintenance in caravan park operations. It is recommended that it be delivered and assessed in conjunction with other relevant units from those areas.

This unit also has linkages to the following units and combined training and assessment may be appropriate:
- THHCOR03B Follow health, safety and security procedures
- THCSTS03B Use small plant and equipment

Critical Aspects of Assessment

Evidence of the following is critical:
- compliance with OH&S regulations applicable to workplace operations and use of tools and equipment safely and effectively
- compliance with enterprise policies and procedures
- communication with others to ensure safe and effective operation of power and hand tools.

Context of Assessment and Resource Implications

Assessment must include:
- project or work activities that allow the candidate to demonstrate use of a range of hand and power tools for a variety of tasks and using a variety of materials relevant to the job
- activities in a suitable work area with access to real hand and power tools appropriate to the job, relevant plant and equipment and appropriate materials
- use of appropriate safety and personal protective equipment.

Assessment Methods

Methods should be chosen to ensure that knowledge of different types of hand and power tools can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out a variety of work tasks that involve the use of a different hand and power tools, and materials
- oral and written questions about safe and effective use of hand and power tools, appropriateness of various tools for particular jobs and storage and maintenance of tools and equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform　　Level 2 = Administer and Manage　　Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Accessing, reading and interpreting information on enterprise policies and procedures, OH&S requirements
Communicating Ideas and Information	1	Reporting any faults or problems with tools to team members or supervisors
Planning and Organising Activities	1	Obtaining tools, equipment, power supply and personal protective gear prior to doing a job
Working with Others and in Teams	1	Working with others in a production team Negotiating to share tools Liaising with customers
Using Mathematical Ideas and Techniques	1	Estimating appropriate tools and components for particular tasks, materials and work dimensions
Solving Problems	1	Dealing with broken or malfunctioning tools or materials during a job
Using Technology	1	Using computerised tools where applicable

THCSTS03A   Use small plant and equipment

Unit Descriptor

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.

Element	Performance Criteria
1 Identify plant and equipment, their operations and safety requirements	1.1 Identify types and function of plant or equipment used for specific jobs.
	1.2 Identify correct operation of plant or equipment according to manufacturer's recommendations.
	1.3 Identify OH&S requirements for guarding and cut off switches.
	1.4 Identify OH&S requirements for personal protective equipment appropriate for the job and type of plant or equipment.
2 Select plant and equipment	2.1 Identify OH&S requirements for operating and using plant or equipment.
	2.2 Select, correctly fit and use appropriate personal protective equipment.
	2.3 Select plant and equipment according to job needs.
	2.4 Check plant and equipment for serviceability, safety and faults according to enterprise procedures.
3 Use plant and equipment	3.1 Use plant and equipment safely and effectively.
	3.2 Identify hazards associated with specific plant and equipment and follow correct procedures to eliminate or minimise risks.
4 Clean up	4.1 Clean and maintain plant and equipment.
	4.2 Secure or store plant and equipment safely when not in use.

Range Statement

This unit applies to small plant and equipment required for all aspects of recreational vehicle manufacturing and servicing. It also applies to the use of plant and equipment used in the maintenance of tourism enterprises such as attractions or caravan parks. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home.

Plant and equipment may include:
- jigs
- air compressor and hoses
- industrial wet and dry vacuum cleaner
- pallet trolley,
- rollers
- pumps and hoses
- ladders, trestles and planks.

Specific jobs may include those involved in:
- construction, manufacture and servicing of recreational vehicles
- routine maintenance of plant, equipment and fittings
- maintenance and repair of buildings and amenities.

Personal protective equipment may include:
- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators.

OH&S requirements include:
- State/Territory legislative requirements
- workshop/worksite safety practices
- control of noise, dust and fumes
- control of exhaust emissions
- isolation of work areas.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- workplace and equipment safety requirements and OH&S legislation
- uses and characteristics of types of plant and equipment related to the job requirements
- ability to work safely to instructions
- use of appropriate hand/eye co-ordination in the use of equipment
- handling/holding materials during operation of equipment
- selection of appropriate equipment for various jobs and materials
- storage and maintenance of plant and equipment
- communication with team members.

Linkages to Other Units

This unit underpins effective performance of all manufacturing and servicing units as well as several units addressing maintenance in caravan park operations. It is recommended that it be delivered and assessed in conjunction with other relevant units from those areas.

This unit also has linkages to the following units and combined training and assessment may be appropriate:
- THHCOR03B Follow health, safety and security procedures
- THCSTS02A Use hand and power tools.

Critical Aspects of Assessment

Evidence of the following is critical:
- compliance with OH&S regulations applicable to workplace operations and use of small plant and equipment safely and effectively
- compliance with enterprise policies and procedures
- communication with others to ensure safe and effective operation of plant and equipment
- compliance with manufacturer's specifications and recommendations.

Context of Assessment and Resource Implications

Assessment must include:
- project or work activities that allow the candidate to demonstrate use of a range of small plant and equipment for a variety of tasks relevant to the job
- activities in a suitable work area with access to real plant and equipment appropriate to the job, relevant tools and appropriate materials
- use of appropriate safety and personal protective equipment.

Assessment Methods

Methods should be chosen to ensure that knowledge of different types of plant and equipment can be explained and demonstrated.

Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out a variety of work tasks that involve the use of a different types of plant, equipment and materials
- oral and written questions about safe and effective use of plant, equipment and materials, appropriateness of various types of plant and equipment for particular jobs and storage and maintenance of plant and equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Accessing, reading and interpreting information on enterprise policies and procedures, OH&S requirements
Communicating Ideas and Information	1	Reporting any faults or problems with plant or equipment to team members or supervisors.
Planning and Organising Activities	1	Obtaining plant, equipment, power supply and personal protective equipment prior to doing a job
Working with Others and in Teams	1	Working with others in production team, Sharing equipment Liaising with customers
Using Mathematical Ideas and Techniques	1	Estimating load, weight and balance related to use of plant and equipment for particular tasks and materials
Solving Problems	1	Dealing with broken or malfunctioning plant or equipment during a job
Using Technology	1	Using computerised plant or equipment where applicable

THCSTS04A   Carry out measurements and calculations

Unit Descriptor

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.

Element	Performance Criteria
1 Obtain measurements	1.1 Obtain accurate measurements according to job instructions, using appropriate equipment.
	1.2 Recognise and follow quality assurance requirements associated with enterprise construction operations.
2 Perform simple calculations	2.1 Carry out simple calculations involving length, perimeter, mass and volume using four basic operations (addition, subtraction, multiplication, division).
3 Estimate approximate quantities	3.1 Estimate measurements or approximate quantities, from job instructions, drawings or specifications.
	3.2 Obtain correct information from job instructions, drawings or specifications.
	3.3 Identify and record measurements correctly.
	3.4 Calculate and record quantities of materials suitable for work to be undertaken, according to job instructions, drawings or specifications.

Range Statement

This unit applies to the carrying out of calculations and measurements required for all aspects of recreational vehicle manufacturing and servicing. It also may apply to measuring and calculation required in the maintenance of caravan parks. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper

- campervan
- motor home.

Applications in the unit relate to:
- timber frames
- structural steelwork and aluminium
- fixing and fastening techniques and options, including screwing, nailing, stapling, clipping, using adhesives
- joinery
- tiling
- sheeting, panelling
- filling, insulation
- final finishes
- roof or wall sheeting
- application of decals
- stairs or steps.

Materials include all those utilised in construction and repair of recreational vehicles, and caravan park buildings and amenities.

Calculations must be related to job requirements or routine work activities, and must include:
- area
- perimeter
- volume
- mass
- scale
- ratios (ingredients/elements and triangulation).

Job instructions and specifications may involve:
- verbal directions/instructions
- written instructions
- provision of visual information and details.

Equipment may include:
- measuring tapes and rulers
- scales and weights
- protractors, compasses and callipers
- liquid and dry good measures
- calculators
- computers.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge and compliance with the Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA) where work activities are associated with manufacturing or servicing

- identification of recreational vehicle models and components made or serviced by the enterprise (where work activities are associated with manufacturing or servicing)
- recreational vehicle structural knowledge (where work activities are associated with manufacturing or servicing)
- reading and interpreting drawings and specifications
- costing of materials and waste minimisation
- selection of appropriate equipment for measuring various work-related materials
- basic operations in simple geometry, measurement and calculation
- costing relative to routine job activities
- measuring and calculating manually
- recording measurements
- operating electronic calculating devices
- appropriate workplace communication

Linkages to Other Units

This is a core unit which underpins effective performance in other manufacturing and servicing units, as well as caravan park operations. It is recommended that it be delivered and assessed in conjunction with other relevant units.

This unit has particular linkages to the following units and combined training and assessment may be appropriate:
- THCSTS05B Read and interpret plans and drawings
- any other manufacturing, servicing or maintenance units requiring measurement and calculation.

Critical Aspects of Assessment

Evidence of the following is critical:
- effective communication to enable accurate calculations and measurements
- effective use of measuring devices
- accurate taking and recording of measurements
- simple calculations performed to specifications using four basic operations (addition, subtraction, multiplication, division)
- estimation of quantities and costs according to requirements.

Context of Assessment and Resource Implications

Assessment must include:
- suitable work area appropriate to the activity with provision of measuring and calculating devices and access to relevant information on materials, plans, drawings or specifications required for the job
- demonstration of measuring and calculations for a typical range of work tasks associated with the job that enable the candidate to demonstrate the use of four basic operations (addition, subtraction, multiplication, division).

Assessment Methods

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- integrated project or activity that enables the candidate to estimate costs for a simple project
- direct observation of the candidate carrying out work tasks involving measuring and calculation using appropriate equipment
- review of measurements and calculations carried out by the candidate for a range of different jobs
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reading plans and specifications Measuring parts, components and materials required for a job
Communicating Ideas and Information	1	Providing estimates of costs to a customer Providing clear and accurate information about measurements to team members
Planning and Organising Activities	1	Organising materials and equipment in order to carry out measurements and calculations
Working with Others and in Teams	1	Verifying requirements with other team members
Using Mathematical Ideas and Techniques	2	Measuring requirements for parts, components and materials Calculating required quantities and estimating costs
Solving Problems	1	Measuring 3 dimensional objects, components or those with a difficult shape or which are difficult to access
Using Technology	1	Using computers, calculators to calculate measurements and costs

THCSTS05A   Read and interpret plans and drawings for a recreational vehicle

Unit Descriptor

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.

Element	Performance Criteria	
1	**Identify plans and drawings used for manufacturing and servicing recreational vehicles**	1.1	Identify plans and drawings used for particular jobs, ensuring that they are the correct and current versions.

Element		**Performance Criteria**	
1	**Identify plans and drawings used for manufacturing and servicing recreational vehicles**	1.1	Identify plans and drawings used for particular jobs, ensuring that they are the correct and current versions.
		1.2	Identify and interpret key purposes and features of each plan or drawing used.
		1.3	Communicate key information from plans and drawings to other team members where required.
2	**Recognise commonly used symbols and abbreviations**	2.1	Recognise and interpret symbols and abbreviations commonly used in the industry and enterprises.
		2.2	Communicate meanings accurately to other team members where required.
3	**Locate and identify key features on a plan**	3.1	Identify and locate key features and dimensions of recreational vehicle plans.
		3.2	Identify and distinguish structural and non-structural elements on plans, including fittings, amenities and components.
		3.3	Identify options and customisation possible within a given plan.
4	**Identify and locate key features from sectional details and projections**	4.1	Identify correctly, specific key features from sectional details and projections.
		4.2	Locate structural features and horizontal and vertical measurements.

5.   Recognise amendments

5.1   Check title panel and verify that the drawing used is the latest version or amendment, following required enterprise procedures.

5.2   Communicate any amendments to relevant personnel where required.

6.   Read and interpret specifications

6.1   Identify the purpose of specifications for particular jobs.

6.2   Read and interpret relevant details from specifications for application to particular jobs.

Range Statement

This unit applies to the recreational vehicle manufacturing and servicing sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home.

Types of drawings may include:
- floor plans
- sectional plans and details
- side and end projections
- three dimensional
- details and specifications providing illustrations and dimensions.

Key features of plans may involve location /size/disposition/orientation of:
- windows and doors and other openings
- features and fittings
- wiring and plumbing
- components and parts
- furniture and floor coverings
- special features.

Structural features may include:
- type of recreational vehicle structure
- type of construction
- layout

- service requirements
- vertical and horizontal measurements.

Types of recreational vehicle structures may include:
- aluminium framing
- timber framing
- combination framing.

Fittings, amenities and components may include:
- gas
- water
- electricity
- plumbing fixtures and fittings
- air conditioning
- appliances
- shock absorbers
- gas bottle fittings
- brackets
- jerry can fittings
- fibre glass, metal or plastic water tank
- electrical brake wiring
- hand brake cabling.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge and compliance with the Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA)
- knowledge of working drawings of components manufactured by the organisation
- types and features of drawings and their functions used in the industry and enterprise
- key users of various plans and drawings used in the enterprise
- symbols and abbreviations, dimensions and terminology legends used in industry and enterprise plans and drawings
- materials used for recreational vehicles
- measuring and calculating
- recreational vehicle types and models produced by the enterprise
- recreational vehicle structural knowledge.

Linkages to Other Units

This is a core unit which underpins effective performance in other manufacturing and servicing units. It is recommended that it be delivered and assessed in conjunction with other relevant units.

This unit has particular linkages to the following unit and combined training and assessment may be appropriate:
- THCSTS04B Carry out measurements and calculations

- any other manufacturing or servicing units requiring reading and interpreting drawings and plans.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to identify and interpret accurately dimensions, symbols, abbreviations and key features
- ability to identify the relevant and most up-to-date plans, drawings and specifications
- ability to translate information from plans, drawings and specifications into real job activities
- ability to communicate accurately meanings and significance of information contained in plans, drawings and specifications.

Context of Assessment and Resource Implications

Assessment must include:

- access to a range of typical plans, drawings and specifications used in the industry or enterprise
- project or work activities that allow the candidate to interpret and apply a variety of plans, drawings and specifications to real work situations
- explanation of a range of standard industry and enterprise abbreviations and symbols used in plans, drawings and specifications.

Assessment Methods

Assessment methods must be chosen to ensure that interpretation and application of information from plans, drawings and specifications related to recreational vehicle manufacturing and servicing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate interpreting and applying information from plans, drawings and specifications to work/job situations
- oral or written questions about various plans, drawings and specifications related to recreational vehicle manufacture or service, including key symbols and abbreviations used
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Selecting plans, drawings and specifications relevant to a specific job and verifying they are correct and current Reading and interpreting instructions and symbols on plans and drawings
Communicating Ideas and Information	1	Explaining the meaning of symbols and abbreviations used in a plan to a work colleague
Planning and Organising Activities	1	Selecting appropriate plans, drawings and specifications for a particular job
Working with Others and in Teams	1	Identifying with work colleagues the manufacturing/servicing jobs and sequence arising from a specific plan
Using Mathematical Ideas and Techniques	1	Calculating quantities of materials or parts/components required for a manufacturing run or servicing job from a plan or drawing
Solving Problems	1	Verifying current and most recent plans, drawings and specifications
Using Technology	1	Using a computer to access specifications related to a particular job

THCSTS06A   Produce computer-aided designs (CAD) for a recreational vehicle

Unit Descriptor

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.

Element		Performance Criteria	
1	**Clarify CAD design requirements**	1.1	Review relevant documentation to determine objectives and parameters for the project.
		1.2	Liaise with relevant colleagues to confirm and clarify requirements.
		1.3	Clarify CAD requirements and processes based on consideration of project objectives and identified parameters.
2	**Select and set up tools, equipment and computer hardware and software**	2.1	Select required computer hardware and software applications, tools and equipment for the specific project.
		2.2	Correctly set up hardware, software, tools and equipment for the project in accordance with operating instructions and enterprise requirements.
		2.3	Identify and retrieve relevant digitised information for the project.
3	**Gather object parameters and/or measurements**	3.1	Make and record any measurements of components, sub-assemblies, products, models, equipment, layouts or facilities needed for the preparation of the required designs.
		3.2	Calculate required dimensions and other design details based on measurements and other relevant dimensional information, in accordance with enterprise and project requirements.

4	**Prepare plots or drawings**	4.1	Correctly use the CAD functions to prepare plots consistent with the project objectives and specifications
		4.2	Correctly use peripheral equipment as required for the project.
		4.3	Prepare, preliminary drawings in consultation with design, engineering, production and/or other designated staff if required.
5	**Check drawings and save files**	5.1	Check drawings against the project objectives and specifications in accordance with enterprise procedures.
		5.2	Identify and make required adjustments to designs based on review and consultation with relevant colleagues.
		5.3	Store data files in accordance with operating instructions and enterprise procedures.

Range Statement

This unit applies to the design and drafting of designs for the manufacture of recreational vehicles. It applies to design products or sub-assemblies involving a range of complex components and assembly processes using CAD programs. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home.

Relevant documentation to determine project parameters may include:
- manufacturer's specifications, plans and drawings
- design templates
- enterprise operating procedures
- product manufacturer specifications
- customer requirements
- industry/workplace Codes of Practice.

Parameters for the design brief or project may include:
- functional specifications

- quality targets
- materials
- ergonomic considerations
- standards and regulatory requirements, enterprise, government
- technical information
- cost constraints
- manufacturing processes.

CAD functions and features to be used must include:
- drawing tools, eg methods for drawing lines, arcs, polylines, texts, dimensions
- view displays
- edit functions
- working with layers
- plotting and printing.

CAD functions and features to be used may also include:
- macros
- 3D techniques, eg entering co-ordinates, displaying 3D views
- isometrics and perspectives
- use of attributes to make project reports
- how CAD works in an integrated environment.

Peripheral equipment required for the project may include:
- scanners
- printers
- plotters.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge and compliance with the Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA)
- uses and characteristics of tools, equipment and computer hardware and software for CAD programs
- applications of different CAD functions, including drawing, saving and plotting
- recreational vehicle structural knowledge
- recreational vehicle types and models manufactured by the enterprise
- relevant enterprise procedures and documentation requirements
- OH&S issues associated with the use of hardware and software.

Linkages to Other Units

This unit has particular linkages to the following unit and combined training and assessment may be appropriate:
- THHICS04A Originate and develop a concept

Critical Aspects of Assessment

Evidence of the following is critical:
- ability to use the standard features and functions of a CAD program to produce drawings
- knowledge of CAD capabilities and uses in relation to the design of recreational vehicles and components.

Context of Assessment and Resource Implications

Assessment must include:
- demonstration of skills with access to the materials, resources and equipment to produce computer-aided drawings
- project or work activities on multiple occasions that allow the candidate to demonstrate application of CAD skills to a variety of typical enterprise work projects such as the design of recreational vehicles to meet enterprise or customer requirements.

Assessment Methods

Assessment methods must be chosen to ensure that CAD-related skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- projects to produce drawings and designs of recreational vehicles and components for a particular enterprise requirement
- oral or written questions about various CAD software functions, dealing with a range of situations and problems, feasibility of design options
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, eg drawings and designs prepared by the candidate for various projects.

Key Competencies in this Unit
Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Reading and analysing client specifications and requirements
Communicating Ideas and Information	2	Discussing design ideas and solutions or problems with other members of the team, customers and management Producing the final plot
Planning and Organising Activities	1	Planning daily work tasks and schedules Identifying software features required for a particular project
Working with Others and in Teams	1	Consulting with other members of the manufacturing team, customers and management

Using Mathematical Ideas and Techniques	2	Measuring and calculating the size and dimensions of components of a recreational vehicle, working out the loadings for a chassis or various materials
Solving Problems	2	Diagnosing malfunctions in CAD software and hardware Finding solutions to difficult design challenges requested by customers
Using Technology	2	Using the various features and input devices of CAD systems

THCSTS07A   Carry out mechanised cutting

Unit Descriptor

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.

Element	Performance Criteria
1 Determine job requirements	1.1 Determine job specification requirements from job sheets or instructions.
	1.2 Select appropriate method or machine to meet specifications.
	1.3 Load and adjust machine appropriately for operation consistent with standard operating procedures.
2 Select or set up machine	2.1 Select most appropriate machine.
	2.2 Set up and adjust machine according to enterprise procedures.
3 Operate mechanised cutting machine	3.1 Set and adjust appropriate stops and guards.
	3.2 Correctly position and secure material using appropriate measuring equipment as required.
	3.3 Start and stop machine safely according to enterprise procedures.
	3.4 Operate machine to cut material to specifications according to enterprise procedures.
4 Check material for conformance to specification	4.1 Check material against specification.
	4.2 Adjust machine and guarding as required during the cutting process.
	4.3 Cut material within workplace tolerances.
	4.4 Use material in the most economical way.
	4.5 Observe codes and standards required.

5	**Check and maintain equipment and work area**	5.1	Undertake safety checks following standard procedures.
		5.2	Clean and maintain machinery correctly.
		5.3	Clear work area and remove surplus materials and/or waste appropriately.
		5.4	Check stores to ensure sufficient supplies of materials, parts and equipment.
		5.5	Complete documentation and reports according to enterprise procedures.

Range Statement

This unit applies to the mechanised cutting of materials required in the manufacturing and servicing of recreational vehicles. This unit does not cover the skills required for the operational maintenance of mechanical cutting equipment. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The definition of a recreational vehicle includes:
- caravan
- pop-top caravan
- camper trailer
- tent trailer
- 5th wheeler
- slide-on camper
- campervan
- motor home.

Mechanical cutting may vary between and within enterprises and include cutting for:
- chassis construction
- floors and floor coverings
- walls, doors and windows
- roofs and pop-tops
- furniture and fittings
- soft furnishings
- wheel guards and accessories
- canvas, vinyl.

Examples of machines may include:
- guillotines
- band saws
- moulders
- panel saws
- docking saws
- vertical drills
- overhead routers
- surface planers

- panel planers.

Cutting procedures may include:
- sawing
- shearing
- cropping
- moulding
- planing
- docking
- drilling
- holing
- trenching
- hole punching.

Materials may include:
- ferrous and non-ferrous metals
- non-metallic, including wood, plywood, laminates, fibreglass, sandwich board
- fabrics.

Personal protective equipment may include:
- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- knowledge and compliance with the Codes of Practice of the Recreational Vehicle Manufacturers' Association of Australia (RVMAA)
- knowledge of working drawings of components manufactured by the organisation
- reading and interpretation of instructions and specifications
- uses and characteristics of cutting machines and equipment
- workplace and equipment safety requirements and OH&S legislation
- correct and safe use of machines and equipment
- selection and use of personal protective equipment
- planning and organisation of work
- maintenance of the work area and clean up procedures.

Linkages to Other Units

This unit underpins performance in a range of units associated with manufacturing and servicing of recreational vehicles. It is recommended that it be delivered and assessed in conjunction with other relevant units from those areas.

There is a particular linkage to the following units and combined training and assessment may be appropriate:
- THHCOR03B Follow health, safety and security procedures
- THCSTS03A Use small plant and equipment

Critical Aspects of Assessment

Evidence of the following is critical:
- compliance with OH&S regulations applicable to workplace operations and use of machines safely and effectively
- compliance with enterprise policies and standard operating procedures
- communication with others to ensure safe and effective operation of cutting machines
- use of accepted engineering techniques, practices, processes and workplace procedures.

Context of Assessment and Resource Implications

Assessment must include:
- project or work activities that allow the candidate to demonstrate mechanical cutting in an environment with access to all required tools, equipment, materials and documentation, including any workplace procedures, product and manufacturing specifications and any relevant codes, standards, manuals and reference materials
- demonstration of use of at least four different cutting methods or machines
- demonstration of the setting up, guarding and safe operation of static machines required for a range of applications
- completion of tasks, either as an individual or as part of a team, and within a reasonable timeframe for typical workplace activities.

Assessment Methods

Methods should be chosen to ensure that knowledge of mechanical cutting can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate carrying out a variety of work tasks that involve mechanical cutting
- oral and written questions about safe and effective use of cutting equipment, use of different types of equipment for different tasks, enterprise and standard operating procedures
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reading and interpreting specifications and plans, for a job
Communicating Ideas and Information	1	Reporting any faults or problems with machinery to team members or supervisors
Planning and Organising Activities	1	Organising equipment, materials and personal protective gear prior to doing a job
Working with Others and in Teams	1	Working with others in production team Negotiating to share equipment Liaising with customers
Using Mathematical Ideas and Techniques	1	Calculating measurements and required dimensions Counting parts and components required for a job Calculating cutting lists and economic use of materials and optimising stock usage Calculating machine tolerances Determining cutting speeds
Solving Problems	1	Dealing with broken or malfunctioning equipment or materials during a job
Using Technology	1	Using computerised equipment where applicable

MEM5.12AB   Perform routine manual metal arc welding

Unit Descriptor

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.

Element		Performance Criteria	
1	**Identify weld requirements**	1.1	Identify weld requirements for performing routine MMAW from job instructions, appropriate instructions, specifications and drawings in accordance with work site procedures.
		1.2	Identify location of welds for given tasks in accordance with standard operating procedures and job specifications.
2	**Prepare materials for welding**	2.1	Clean and prepare materials ready for welding using appropriate tools and techniques.
3	**Prepare equipment for welding**	3.1	Set up welding equipment correctly ensuring that the welding leads are correctly attached and the current setting is appropriate for the size and type of electrode and for the position of weld.
		3.2	Select correct electrodes ensuring the correct flux type and size for the required weld, and where applicable, according to job instructions, drawings and/or work specifications

4	**Perform routine welding using MMAW**	4.1	Perform all welds in a safe manner, taking precautions to protect the welder and other personnel from hazards associated with the welding process.
		4.2	Weld materials to job requirements ensuring a minimum of major defects, identify the cause of any defects, take appropriate action to report them, and identify cause of major defects and required adjustments to settings and/or welding technique.
		4.3	Clean welds to specification and in accordance with standard operating procedures, where applicable.

Range Statement

Routine MMAW in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards or other welding codes, licensing requirements, OH&S regulations relating to certificated/coded welding. In circumstances where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, OH&S regulations and/or licensing requirements then Unit 5.15A (Weld using manual metal arc welding process) should be selected

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Welding would typically be performed on low carbon and mild steels. Weld preparation would be minimal and generally restricted to cleaning, using files and grinders.

In the caravan industry, welding may be used for:
• preparing a chassis in the manufacturing of recreational vehicles
• general maintenance tasks in a caravan park.

The definition of a recreational vehicle includes:
• caravan
• pop-top caravan
• camper trailer
• tent trailer
• 5th wheeler
• slide-on camper
• campervan
• motor home.

Workplace OH&S requirements include:
• use of personal protective equipment and clothing
• safe workshop/worksite work practices
• safe use of welding equipment
• safe handling of materials

Personal protective equipment and clothing may include:
- overalls
- boots
- hard hat/cap
- safety glasses, goggles or shields
- gloves
- ear plugs/muffs
- face masks/respirators.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- weld requirements for performing routine MMAW
- standard operating procedures and job specifications for the enterprise
- materials preparation required to welding
- tools and techniques appropriate to the preparation of materials
- current settings to suit typical situations and electrodes
- various electrodes related to a typical range of welding outcomes
- safe welding practices and precautions
- typical hazards associated with welding
- major defects and their causes relating to MMAW
- weld cleaning requirements and appropriate tools and equipment for cleaning
- workplace OH&S requirements and guidelines
- recording and reporting requirements associated with MMAW.

Linkages to Other Units

This unit may be assessed with other units related to safety, quality, materials handling, and recording and reporting associated with routine GMAW.

This unit has a particular linkage with the following unit and combined training and assessment may be appropriate:
- THCMAN10A   Assess and prepare the chassis of a recreational vehicle

Critical Aspects of Assessment

Evidence of the following is critical:
- adherence to standard operating procedures for welding
- compliance with workplace OH&S and legislative requirements
- compliance with reporting and recording requirements associated with routine MMAW.

Context of Assessment and Resource Implications

Assessment must include:
- practical demonstration of the knowledge and skills in a typical workplace environment, working alone or as part of a team and using accepted engineering techniques, practices, processes and workplace procedures
- completion of tasks within reasonable timeframes relating to typical workplace activities

- access to all tools, equipment, materials and documentation including standard operating procedures, any relevant product and manufacturing specifications, any standards, manuals and reference materials.

Assessment Methods

Methods should be chosen to ensure that knowledge of mechanical cutting can be explained and demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- direct observation of the candidate performing routine welding using MMAW
- oral and written questions about safe and effective use of welding equipment, enterprise and standard operating procedures, machine controls and their functions
- the range of current and voltage settings, gas flow rates, wire diameters and other variables for typical situations, typical hazards associated with welding
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform   Level 2 = Administer and Manage   Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Reading and interpreting standard operating procedures, welding requirements
Communicating Ideas and Information	1	Reporting any major defects in welding to appropriate personnel
Planning and Organising Activities	1	Organising equipment, materials and personal protective gear prior to doing a job
Working with Others and in Teams	1	Working with others in manufacturing team
Using Mathematical Ideas and Techniques	1	Estimating appropriate electrodes of correct flux type and size for the required weld
Solving Problems	1	Dealing with any defects in welding, addressing any safety hazards
Using Technology	-	Using welding equipment

MEM5.50AA   Perform routine gas metal arc welding

Unit Descriptor

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 require 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.

Element	Performance Criteria
1 Identify weld requirements	1.1 Identify weld requirements for performing routine GMAW from job instructions, appropriate instructions, specifications and drawings in accordance with work site procedures.
	1.2 Identify location of welds for given tasks in accordance with standard operating procedures and job specifications.
2 Prepare materials for welding	2.1 Clean and prepare materials ready for welding using appropriate tools and techniques.
3 Prepare equipment for welding	3.1 Set up welding equipment correctly ensuring that the welding leads, gas regulators and hoses are correctly attached, and clean and correct liner and contact trip is selected.
	3.2 Select settings and consumables to suit application ensuring that: • correct gas flow is set • the welding machine is set for the electrode wire diameter to produce the weld required • the range of variables is appropriate for the weld required • appropriate current and voltage range for the weld required are set.

4	**Perform routine welding using GMAW**	4.2	Perform all welds in a safe manner, taking precautions to protect the welder and other personnel from hazards associated with the welding process.
		4.2	Weld materials to job requirements ensuring a minimum of major defects, identify the cause of any defects, take appropriate action to report them, and identify cause of major defects and required adjustments to settings and/or welding technique.
		4.3	Clean welds to specification and in accordance with standard operating procedures, where applicable.

Range Statement

Routine Gas Metal Arc Welding (GMAW) in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards or other welding codes, OH&S regulations relating to certificated/coded welding and/or licensing requirements. In circumstances where welding is required to meet Australian Standards 1554 General Purpose or equivalent codes, OH&S regulations and/or licensing requirements, Unit 5.17A Weld using gas metal arc welding process, should be selected.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Welding would typically be performed on low carbon and mild steels. Weld preparation would be minimal and generally restricted to cleaning, using files and grinders.

In the caravan industry, welding may be used for:
• preparing a chassis in the manufacturing of recreational vehicles
• general maintenance tasks in a caravan park.

The definition of a recreational vehicle includes:
• caravan
• pop-top caravan
• camper trailer
• tent trailer
• 5th wheeler
• slide-on camper
• campervan
• motor home.

Workplace OH&S requirements include:
• use of personal protective equipment and clothing
• safe workshop/worksite work practices
• safe use of welding equipment

- safe handling of materials.

Personal protective equipment and clothing may include:
- overalls
- boots
- hard hat/cap
- safety glasses, goggles or shields
- gloves
- ear plugs/muffs
- face masks/respirators.

Evidence Guide

Essential Knowledge and Skills to Be Assessed

Knowledge and skills in the following areas must be assessed as part of this unit:
- weld requirements for performing routine GMAW
- standard operating procedures and job specifications for the enterprise
- materials preparation required to welding
- tools and techniques appropriate to the preparation of materials
- the range of liners and tips to suit typical situations
- machine controls and their functions
- the range of current and voltage settings, gas flow rates, wire diameters and other variables for typical situations
- safe welding practices and precautions
- typical hazards associated with welding
- major defects and their causes relating to GMAW
- weld cleaning requirements and appropriate tools and equipment for cleaning
- workplace OH&S requirements and guidelines
- recording and reporting requirements associated with GMAW.

Linkages to Other Units

This unit may be assessed with other units related to safety, quality, materials handling, and recording and reporting associated with routine GMAW.

This unit has particular linkages with the following unit and combined training and assessment may be appropriate:
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Assessment must include:
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Using Mathematical Ideas and Techniques	1	Estimating appropriate gas flow rates, current and voltage settings and wire diameters
Solving Problems	1	Dealing with any defects in welding, addressing any safety hazards
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