

**CARAVAN INDUSTRY NATIONAL COMPETENCY  
STANDARDS**

**CARAVAN CORE**



## Unit THHCOR01A

### Work With Colleagues and Customers

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|------------------------|---|
| <b>Unit Descriptor</b> | This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries. |
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| <b>Element</b>   | <b>Performance Criteria</b>   |
|--|---|
| <b>1 Communicate in the workplace</b>                          | <ul style="list-style-type: none"> <li>• Communications with customers and colleagues are conducted in an open, professional and friendly manner.</li> <li>• Appropriate language and tone is used.</li> <li>• Effect of personal body language is considered.</li> <li>• Sensitivity to cultural and social differences is shown.</li> <li>• Active listening and questioning are used to ensure effective two-way communication.</li> <li>• Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.</li> </ul>   |
| <b>2 Provide assistance to internal and external customers</b> | <ul style="list-style-type: none"> <li>• Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.</li> <li>• All communications with customers are friendly and courteous.</li> <li>• All reasonable needs and requests of customers are met within acceptable enterprise time frames.</li> <li>• Opportunities to enhance the quality of service are identified and taken whenever possible.</li> <li>• Customer dissatisfaction is promptly recognised and action taken to resolve the situation according to individual level of responsibility and enterprise procedures.</li> <li>• Customer complaints are handled positively, sensitively and politely.</li> <li>• Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.</li> </ul> |
| <b>3 Maintain personal presentation standards</b>              | <ul style="list-style-type: none"> <li>• High standards of personal presentation are practised with consideration of :               <ul style="list-style-type: none"> <li>• work location</li> <li>• health and safety issues</li> <li>• impact on different types of customers</li> <li>• specific presentation requirements for particular work functions.</li> </ul> </li> </ul>   |

## **Competency Standards**

### **4 Work in a team**

- Trust, support and respect is shown to team members in day to day work activities.
- Cultural differences within the team are accommodated.
- Work team goals are jointly identified.
- Individual tasks are identified, prioritised and completed within designated time frames.
- Assistance is sought from other team members when required.
- Assistance is offered to colleagues to ensure designated work goals are met.
- Feedback and information from other team members is acknowledged.
- Changes to individual responsibilities are re-negotiated to meet reviewed work goals.

## ***Range of Variables***

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- This unit applies to all tourism and hospitality sectors.
- Depending upon the organisation and the specific situation customers may include but are not limited to:
  - members of other tourism and hospitality industry sectors
  - internal individuals or groups
  - local residents
  - visitors
  - media
  - workmates/colleagues.
- Customers with specific needs may include:
  - those covered by the Disability Discrimination Act (1992)
  - special cultural needs
  - unaccompanied children
  - parents with young children
  - single women.

### ***Evidence Guide***

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - needs and expectations of different customers as appropriate to industry sector
  - knowledge of effective communication in relation to:
    - listening
    - questioning
    - non verbal communication
    - understanding of teamwork principles.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- 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.
- Evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time.
- Look for:
  - 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.

#### **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/assessed in conjunction with other operational and service units.

- Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

| <b>Key Competencies in this Unit</b>             | <b>Level</b> |
|--|--------------|
| Collecting, Organising and Analysing Information | 1            |
| Communicating Ideas and Information              | 1            |
| Planning and Organising Activities               | 1            |
| Working with Others and in Teams                 | 1            |
| Using Mathematical Ideas and Techniques          | -            |
| Solving Problems                                 | 1            |
| Using Technology                                 | 1            |

**Unit THHCOR03A**

***Follow Health, Safety and Security Procedures***

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**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 separate units.

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| <b>Element</b>  | <b>Performance Criteria</b>   |
|---|---|
| <b>1 Follow workplace procedures on health, safety and security</b> | <ul style="list-style-type: none"><li>• Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant legislation and insurance requirements.</li><li>• Breaches of health, safety and security procedures are identified and promptly reported.</li><li>• Any suspicious behaviour or occurrences are promptly reported to the designated person.</li></ul>  |
| <b>2 Deal with emergency situations</b>                             | <ul style="list-style-type: none"><li>• Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility.</li><li>• Emergency procedures are correctly followed in accordance with enterprise procedures.</li><li>• Assistance is promptly sought from colleagues and/or other authorities where appropriate.</li><li>• Details of emergency situations are accurately reported in accordance with enterprise policy.</li></ul> |
| <b>3 Maintain safe personal presentation standards</b>              | <ul style="list-style-type: none"><li>• Personal presentation takes account of the workplace environment and health and safety issues including:<ul style="list-style-type: none"><li>• appropriate personal grooming and hygiene</li><li>• appropriate clothing and footwear.</li></ul></li></ul>  |
| <b>4 Provide feedback on health, safety and security</b>            | <ul style="list-style-type: none"><li>• Issues requiring attention are promptly identified.</li><li>• Issues are raised with the designated person in accordance with enterprise and legislative requirements.</li></ul>  |



## ***Range of Variables***

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- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
  - emergency, fire and accident
  - hazard identification and control
  - use of personal protective clothing and equipment
  - safe sitting, lifting and handling
  - security of documents, cash, equipment, people
  - key control systems.
- Emergency situations may include but are not limited to:
  - bomb threats
  - deranged customers
  - accidents
  - robbery
  - fire
  - armed hold up
  - floods
  - earthquakes.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - industry/sector insurance and liability requirements in relation to individual staff responsibilities
  - relevant State/Territory occupational health and safety legislation in relation to obligations of employers and employees
  - common health, safety and activity procedures in tourism and hospitality workplaces
  - major causes of workplace accidents relevant to the work environment.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include a range of methods to assess skills and underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - ability to follow established procedures
  - understanding of the implications of disregarding those procedures
  - understanding of the legal requirement to work in accordance with health, safety and security procedures.

#### **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/assessed in conjunction with other operational and service units.
- Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

| <b>Key Competencies in this Unit</b>             | <b>Level</b> |
|--|--------------|
| Collecting, Organising and Analysing Information | 1            |
| Communicating Ideas and Information              | 1            |
| Planning and Organising Activities               | 1            |
| Working with Others and in Teams                 | 1            |
| Using Mathematical Ideas and Techniques          | -            |
| Solving Problems                                 | 1            |
| Using Technology                                 | 1            |

***Unit THCCOR04A***

***Develop and Update Caravan Industry Knowledge***

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**Unit Descriptor** This unit deals with the skills and knowledge required to access, increase, update and utilise knowledge of the caravan and associated industries.

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| <b>Element</b>   | <b>Performance Criteria</b>  |
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| <p><b>1</b>      <b>Seek and apply information on the caravan industry</b></p> | <ul style="list-style-type: none"> <li>• Sources of information on the caravan industry are correctly identified and accessed.</li> <li>• Information to assist effective work performance within the industry is obtained.</li> <li>• Specific information on sector of work is accessed</li> <li>• Industry information is correctly applied in day-to-day work activities.</li> </ul>   |
| <p><b>2</b>      <b>Profile the caravan industry</b></p>                       | <ul style="list-style-type: none"> <li>• Profiling of the caravan industry is undertaken which encompasses information on:               <ul style="list-style-type: none"> <li>• economic and social significance of the caravan industry</li> <li>• growth potential of the caravan industry and career opportunities</li> <li>• main sectors of the caravan industry and their functions and responsibilities</li> <li>• caravan industry trends</li> <li>• caravan industry support businesses</li> <li>• types of accommodation available in caravan parks</li> <li>• caravan park rating systems and their application in metropolitan, regional and australia-wide locations</li> <li>• factors which contribute to the development of successful caravan parks</li> <li>• relationship of the caravan park industry to other sectors of the hospitality and tourist industry (hotels &amp; motels)</li> <li>• environmental and safety issues in the caravan industry</li> <li>• social profiles of caravaners and campers</li> <li>• customer needs and the importance of having a customer service culture</li> <li>• industry associations</li> </ul> </li> </ul> |

## **Competency Standards**

- 3 Update caravan industry knowledge**
- relationship between the caravan industry and the broader tourism industry.
  - Informal and/or formal research is used to update general knowledge of the caravan industry.
  - Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities.

## ***Range of Variables***

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- This is a core unit which underpins effective performance in all other operational and service units.
- Information sources may include but are not limited to:
  - media
  - reference books
  - libraries
  - unions
  - industry associations and organisations
  - industry personnel
  - industry journals
  - computer software and internet
  - personal observation and experience.
- 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.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- General knowledge of caravan industry sectors and interrelationships 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).

**Context of Assessment:**

- This unit can be assessed on or off the job. Assessment should include practical assessment either in the workplace or through simulation. This should be supported by a range of methods such as practical demonstrations, group discussion, role plays or case studies with access to all necessary equipment and material to assess underpinning knowledge.
- In all cases it is expected that the practical assessment will be supported by targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the required language and literacy levels of the operator.

**Critical Aspects of Assessment:**

- Evidence should include the ability to source industry information supported by a demonstrated general knowledge of the caravan industry. More detailed knowledge of issues that relate to a specific sector or workplace should also be demonstrated. Pre-vocational training programs may include coverage of specific industry sectors.

**Linkages to Other Units:**

- There is a strong link between this unit and the following tourism-related units:
  - TH TTC001A Develop and Update Tourism Industry Knowledge
  - TH HGCS01A Develop and Update Local Knowledge.
- Combined training/assessment may be appropriate.

| <b>Key Competencies in this Unit</b>             | <b>Level</b> |
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| Communicating Ideas and Information              | 1            |
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| Solving Problems                                 | -            |
| Using Technology                                 | -            |

**Unit THCCOR05A**

***Plan and Organise Daily Work***

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**Unit Descriptor** This unit describes the daily planning and organisation required by workers to undertake their jobs. It includes the organisation of tools and equipment, paperwork involved, and responsibility for jobs, roles and tasks undertaken by oneself and as part of a team.

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| <b>Element</b>                                       | <b>Performance Criteria</b>  |
|--|--|
| <b>1 Organise work schedules</b>                     | <ul style="list-style-type: none"><li>• Work schedule is interpreted accurately, and tasks defined.</li><li>• Tasks, including routine and special tasks, are planned according to time required and time available.</li><li>• Work activities are integrated where appropriate.</li><li>• Priorities are established, in line with workplace and customer requirements.</li><li>• Team members and other relevant people are informed of work schedules and requirements, where necessary.</li></ul>                                  |
| <b>2 Organise machinery, materials and equipment</b> | <ul style="list-style-type: none"><li>• Machinery, materials and equipment needs are identified according to tasks and work schedule requirements.</li><li>• Machinery, materials and equipment are organised, ordered and/or obtained, as required.</li><li>• Sequence of use and preferred on-site positioning of machinery, materials, equipment and access ways is established.</li></ul>  |
| <b>3 Carry out work tasks</b>                        | <ul style="list-style-type: none"><li>• All work is carried out safely, effectively and efficiently, with minimum inconvenience to customers and staff.</li><li>• Organisational policies and procedures are followed.</li><li>• Planned work schedules are followed.</li><li>• Routine tasks are completed and unscheduled tasks are accommodated, according to priorities established within the work place and job role.</li><li>• Organisational and legislative reporting/recording/documentation requirements are met.</li></ul> |



- 4 Maintain work area**
- Machinery and equipment are cleared of waste, in accordance with organisation requirements.
  - Machines, tools and equipment are used and cleaned in accordance with manufacturer's instructions and any safety/legislative requirements.
  - Machinery materials and equipment used are checked for damage and faults.
  - Faulty equipment, parts or materials are reported in accordance with established procedures.
  - Equipment maintenance is followed in accordance with manufacturer and organisation requirements.
- 5 Clean work area**
- The work area is maintained in a clean and tidy manner.
  - Organisation policies and procedures are applied to cleaning of work area.
  - Waste is disposed of at regular intervals.
  - Waste is disposed of appropriately, according to organisational procedures and in an environmentally responsible manner.
  - Spills, food, refuse or other potential hazards are removed from floors and other surfaces promptly.
  - Equipment and consumable materials are maintained and stored correctly after use.
- 6 Respond to problems as they arise**
- Nature of problems is clearly identified.
  - Problems are dealt with or referred to appropriate people.
  - Solutions to problems maintain a quality outcome, minimise impact on work schedules and reflect accurate knowledge of products and processes used in the workplace.
  - Solutions are consistent with workplace priorities and requirements.
  - Commercial responsibilities and constraints are acknowledged.

### ***Range of Variables***

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- This unit applies to all sectors of the caravan industry.
- The following variables may be present:
  - organisation policies and procedures
  - nature of work area
  - type and range of machinery, materials and equipment.
- Work activities may include daily routines, periodic routines, ad hoc activities and special projects.
- Organisational policies and procedures may relate to:
  - cleaning and tidying of work area
  - use, maintenance and storage of 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***

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### **Underpinning Skills and Knowledge:**

- A basic knowledge of:
  - products and processes used in the workplace
  - time management principles
  - safety and legislative requirements related to daily work
  - machinery and equipment maintenance.
- An ability to:
  - interpret work schedules
  - organise materials and equipment
  - respond to problems as they arise.

### **Context of Assessment:**

- This unit should be integrated with other appropriate units for training delivery and assessment.
- This unit can be assessed on or off the job. Assessment should include practical assessment either in the workplace or through close simulation. This should be supported by a range of methods to assess underpinning knowledge.
- In all cases it is expected that the practical assessment will be supported by access to all necessary equipment and material.

### **Critical Aspects of Assessment:**

- Evidence should include a demonstrated understanding of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures. It should also include the ability to:
  - follow established procedures
  - interpret, understand and act on instructions
  - communicate effectively in the working environment.

### **Linkages to Other Units:**

- This is a core unit which underpins effective performance in all other units.

## **Competency Standards**

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