TOURISM TRAINING PACKAGE THT 98

Competency Standards

Managing agent: Tourism Training Australia in partnership with the Tourism Industry

TOURISM TRAINING PACKAGE: COMPETENCY STANDARDS

TOURISM TRAINING PACKAGE QUALIFICATIONS

Qualification	*National Code*
Certificate I in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	THT10198
Certificate II in Tourism (Sales/Office Operations)	THT20198
Certificate II in Tourism (Attractions and Theme Parks)	THT20298
Certificate II in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	THT20398
Certificate II in Tourism (Guiding)	THT20498
Certificate III in Tourism (Meetings and Events)	THT30198
Certificate III in Tourism (Retail Travel Sales)	THT30298
Certificate III in Tourism (International Retail Travel Sales)	THT30398
Certificate III in Tourism (Tour Operations)	THT30498
Certificate III in Tourism (Tour Wholesaling)	THT30598
Certificate III in Tourism (Visitor Information Services)	THT30698
Certificate III in Tourism (Attractions and Theme Parks)	THT30798
Certificate III in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	THT30898
Certificate III Tourism (Guiding)	THT30998
Certificate IV in Tourism (Sales and Marketing)	THT40198
Certificate IV in Tourism (Team Leading)	THT40298
Certificate IV in Tourism (Guiding)	THT40398
Diploma of Tourism (Marketing and Product Development)	THT50198
Diploma of Tourism (Meetings and Events Management)	THT50298
Diploma of Tourism (Operations Management)	THT50398
Advanced Diploma of Tourism Management	THT60198

TABLE OF CONTENTS

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

Competency Standards

BACKGROUND AND ACKNOWLEDGMENTS

The Australian National Training Authority funded Tourism Training Australia to develop an integrated training package for the Tourism Industry. This training package builds upon the already comprehensive work completed over previous years in the production of standards, curriculum and resources.

The process of development has involved extensive research and consultation with industry and other relevant parties throughout Australia. Tourism industry operators, associations, State/Territory training organisations, the Tourism Training Network, and both public and private providers were represented on the National Industry Reference Group or involved in the consultations.

Tourism Training Australia would like to acknowledge the valuable contribution of all those who have assisted with the entire Tourism Training Package project.

INTRODUCTION TO THE COMPETENCY STANDARDS

An essential component of the Tourism Training Package was the review of existing competency standards, and development of new competency standards. Competency Standards cover the following occupational streams:
- ➢ Tour Operations/Guiding
- ➢ Attractions and Theme Parks
- ➢ Retail and Wholesale Travel
- ➢ Visitor Information Services
- ➢ Meetings and Events.

The Standards are organised into the following categories:
- ➢ Common Core (Tourism/Hospitality)
- ➢ Tourism Core
- ➢ Planning and Product Development
- ➢ Sales and Marketing
- ➢ Sales/Office Operations
- ➢ Field/On-Site Operations, and
- ➢ General Units (covering):
  - Customer Service
  - Hygiene, Health, Safety and Security
  - General Administration
  - Financial Administration
  - Computer Technology
  - Technical and Maintenance Services
  - Merchandise Sales
  - Training
  - Leadership.

KEY PRINCIPLES

The following principles underpin all the competency standards:

➢ Competency standards define the skills and knowledge required to work in the Tourism Industry. The standards provide a flexible framework which can be used by all tourism enterprises, regardless of location or business size.

➢ To be meaningful and valuable, training and/or assessment based on these standards must be tailored to meet the specific needs of industry sectors, individuals and different cultural groups.

➢ There is recognition of the need to balance the commercial viability of tourism and hospitality operations with culturally and environmentally appropriate practices.

COMPETENCY STANDARDS

Competency Standards are statements about the skills and knowledge that people need to perform their jobs to the required industry standards.

They are nationally agreed benchmarks for effective performance in the tourism and hospitality industry.

USES OF COMPETENCY STANDARDS

Competency Standards ensure that all training and assessment meet the real needs of industry. However, they can also be used for much more than this; they can form the basis for a complete and integrated human resource system.

The standards can be used for:
➢ compiling job descriptions and organising work structures
➢ recruitment
➢ determining training needs
➢ developing training and training resources/materials
➢ conducting appraisals and skills assessments
➢ establishing linkages between skills and industrial awards

DEVELOPMENT OF COMPETENCY STANDARDS

The Competency Standards were developed by the industry through an extensive process of research and consultation. Tourism Training Australia co-ordinated this process. Consultation was undertaken Australia-wide using the Tourism Training State/Territory network. It involved wide circulation of standards with feedback obtained through a range of methods including focus groups, questionnaires and interviews.

Standards for the Tourism Industry have existed for many years. The development of the competency standards under the Tourism Training Package, has been based on a review and updating of existing standards, including the addition of more comprehensive Evidence Guides and Range of Variable statements.

FORMAT OF COMPETENCY STANDARDS

UNIT CODE: *THHCOR3A*

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 tourism and hospitality. It does not cover hygiene or first aid which are found in separate units.

Unit Code - Each unit has been allocated an individual code.

Unit Title - Statement of what you do in the workplace

Unit Descriptor Provides additional general information about the unit

Element	Performance Criteria
1. **Follow workplace procedures on health, safety and security**	▪ Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant legislation and insurance requirements. ▪ Breaches of health, safety and security procedures are identified and promptly reported........
2. **deal with emergency situations**	▪ Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility. ▪ Emergency procedures are correctly followed in accordance with enterprise procedures.........
3 **Maintain safe personal presentation standards**	▪ Personal presentation takes account of the workplace environment and hygiene and safety issues including: ▪ Appropriate personal grooming and hygiene ▪ Appropriate clothing and footwear
3. **Provide feedback on health, safety and security**	▪ Issues requiring attention are promptly identified ▪ Issues are raised with the designated person in accordance with enterprise and legislative requirements

Elements The building blocks which make up the unit

Performance Criteria The level of performance that is required for each element. These are used as the tools for assessment

Range of Variables
- This unit applies to all hospitality and tourism sectors:
- Health, Safety and Security procedures may include but are not limited to procedures for:
  - Fire prevention
- Evacuation procedures
- Safe sitting, lifting and handling

Evidence Guide
Underpinning Skills and Knowledge
- To demonstrate competence, evidence of skills and knowledge in the following is required:
- Industry / sector insurance and liability requirements....

Context of Assessment
- This unit may be assessed on or off the job. Assessment should include........

Critical Aspects of Assessment
- Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the......

Linkages to Other Units
- This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

Range of Variables Provides guidelines on different situations and contexts

Evidence Guide Shows the underpinning knowledge and skills needed for this unit Provides guidelines for assessment

THE TOURISM STANDARDS

The standards describe the skills and knowledge needed to work throughout the Tourism Industry. Individual units are combined to create a package of skills which suit the needs of the work situation.

CODING AND ORGANISATION OF STANDARDS

The following is an explanation of how the standards for the entire Tourism sector of the industry are organised.

COMMON CORE
Competencies required by all people working in the Tourism & Hospitality Industry.

TOURISM CORE
Competencies required by all people working in the Tourism Industry.

TOURISM FUNCTIONAL AREAS

Competencies required in functional areas of the Tourism Industry,
selected according to the needs of a particular job.

PLANNING & PRODUCT DEVELOPMENT	SALES & MARKETING	SALES & OFFICE OPERATIONS	FIELD OPERATIONS

GENERAL UNITS
Competencies required by some people across all Tourism Industry sectors,
selected according to the needs of a particular job

CUSTOMER SERVICE	HYGIENE, HEALTH, SAFETY & SECURITY	GENERAL ADMIN.	FINANCIAL ADMIN	COMPUTER TECHNOLOGY	TECHNICAL & MAINTENANCE SERVICES	MERCHANDISE SALES	TRAINING	LEADERSHIP

THE MAIN FEATURES OF COMPETENCY STANDARDS

CODING

Each nationally endorsed unit of competence has been allocated a unit code. This national code consists of:-

➢ a national identifier for those Tourism units reviewed and developed as part of the Tourism Training Package "THT". Note, however, that those units common to tourism and hospitality use the national identifier "THH". Units imported from other industries use the national identifier codes of the parent industries: "TD" (some Driving units in Tour Operations), "WR" (some General units listed under Merchandise Sales.

➢ a common core unit identifier for Tourism and Hospitality "COR".

➢ a tourism core unit identifier "TCO".

➢ a stream/functional/field area identifier. For example: PPD – Planning and Product Development; SOP – Sales/Office Operations; FTO – Tour Operations; FME – Meetings and Events; FTG – Guiding; FAT – Attractions and Theme Parks etc.

➢ a general unit identifier "G".

➢ a version descriptor. The first version descriptor for all recently reviewed and developed units of competence is "A". As revisions are undertaken and units of competence are updated, the version identifier will change to B, C, D etc to reflect the changes.

Example:

NATIONAL CODE	UNIT CODE	VERSION DESCRIPTOR	UNIT TITLE
THH	COR01	A	Work With Colleagues and Customers
THT	TCO01	A	Develop and Update Tourism Industry Knowledge
THH	GCS04	A	Make Presentations
THT	SOP01	A	Operate an Automated Information System
THT	FTO01	A	Conduct Pre-Departure Checks
THT	FME01	A	Co-ordinate Guest/Delegate Registration at Venue
THT	FTG01	A	Work as a Guide
THT	FAT01	A	Provide On-Site Information and Assistance
THH	GCS01	A	Develop and Update Local Knowledge
THH	GHS01	A	Follow Workplace Hygiene Procedures
THH	GGA01	A	Communicate on the Telephone
THH	GFAS01	A	Process Financial Transactions
THH	GCT01	A	Access and Retrieve Computer Data
THT	GTM01	A	Carry Out General Maintenance
WR	RS.1	A	Sell Merchandise
THH	GTR01	A	Coach Others in Job Skills
THH	GLE01	A	Monitor Work Operations

Please note that an individual unit of competence does not have a formal level. It is only when units are packaged together in a qualification that a level is determined.

USING THE STANDARDS

Here are a few pointers to help you use the standards:-

➢ The standards are statements about what people need to be **able to do** in the workplace - they are not designed to cover the details of training which may be needed for people to acquire the skills.

➢ The standards are written to be general enough to apply to the full range of situations in the tourism industry. Therefore you will see statements like 'in accordance with enterprise procedure' or 'as appropriate to the work situation'. **The standards provide a guide which can then be taken and tailored to meet the needs of specific sectors and business enterprises.**

➢ The standards must allow for flexible tailoring and targeting of training and assessment.

➢ When using the standards, take advantage of all the information provided. The Range of Variables and Evidence Guides provide essential information to enable you to achieve the standards.

➢ While individual units of competence define the skills and knowledge in a particular area of work, it is the combination of several units which creates a meaningful outcome in the workplace. Achievement of National Tourism Industry Qualifications requires certain combinations of units, however, you may mix and match the standards to meet other needs.

You will find further information and guidance on using competency standards and other components of the Tourism Training Package, in the "USER GUIDE" and "PROFESSIONAL DEVELOPMENT KIT" produced by Tourism Training Australia. Contact your local Tourism Training office for details.

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

COMMON CORE
(TOURISM/HOSPITALITY)

Unit THHCOR01A

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.

Element	**Performance Criteria**
1 Communicate in the workplace	Communications with customers and colleagues are conducted in an open, professional and friendly manner. Appropriate language and tone is used. Effect of personal body language is considered. Sensitivity to cultural and social differences is shown. Active listening and questioning are used to ensure effective two-way communication. Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.
2 Provide assistance to internal and external customers	Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided. All communications with customers are friendly and courteous. All reasonable needs and requests of customers are met within acceptable enterprise time frames. Opportunities to enhance the quality of service are identified and taken whenever possible. Customer dissatisfaction is promptly recognised and action taken to resolve the situation according to individual level of responsibility and enterprise procedures. Customer complaints are handled positively, sensitively and politely. Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.
3 Maintain personal presentation standards	High standards of personal presentation are practised with consideration of : work location health and safety issues impact on different types of customers specific presentation requirements for particular work functions.

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

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

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.

Key Competencies in this Unit	Level
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 THHCOR02A

Work in a Socially Diverse Environment

Unit Descriptor	This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

Element	**Performance Criteria**
1 Communicate with customers and colleagues from diverse backgrounds	Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity. Verbal and non verbal communication takes account of cultural differences. Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language. Assistance from colleagues, reference books or outside organisations is obtained when required.
2 Deal with cross cultural misunderstandings	Issues which may cause conflict or misunderstanding in the workplace are identified. Difficulties are addressed with the appropriate people and assistance is sought from team leaders. When difficulties or misunderstandings occur, possible cultural differences are considered. Efforts are made to resolve the misunderstanding, taking account of cultural considerations. Issues and problems are referred to the appropriate team leader/supervisor for follow up.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Cultural differences may include but are not limited to those of the following nature:
  (examples only):
  - race

  - language

  - special needs

  - disabilities

  - family structure

  - gender

  - age

  - sexual preference

Possible cultural differences may include but are not limited to:
  - language spoken

  - forms of address

  - levels of formality/informality

  - non-verbal behaviour

  - work ethics

  - personal grooming

  - family obligations

  - recognised holidays

  - customs

  - special needs

  - product preferences.

Attempts to overcome language barriers may be made to:
  - meet and greet/farewell customers

  - give simple directions

  - give simple instructions

  - answer simple enquiries

  - prepare for, serve and assist customers

  - describe goods and services

Outside organisations may include but are not limited to:
  - interpretative services

  - diplomatic services

  - local cultural organisations

- appropriate government agencies
- educational institutions.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
- principles that underpin cultural awareness
- recognition of the different cultural groups in Australian society
- basic knowledge of the culture of Australia's indigenous and non indigenous peoples
- recognition of various international tourist groups (as appropriate to the sector and individual workplace)
- principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees.

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 and the
   cultural background of the individual. Assessment should take account of the cultural
   variances and requirements that apply in particular situations.

Evidence of competence should relate to different communication and customer service
   contexts and may need to be collected over a period of time.

Look for:
- knowledge of what it means to be 'culturally aware'
- ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

Linkages to Other Units:

This is a core unit that underpins effective performance in all other units. It is recommended
   that this unit is assessed/trained in conjunction with other operational and service units.
   This unit also has a very strong link with THHCOR01A Work with Colleagues and
   Customers and repetition in training should be avoided.

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.

Key Competencies in this Unit	Level
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	-

Unit THHCOR03A

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 separate units. |

Element   **Performance Criteria**

1 Follow workplace procedures on health, safety and security

Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant legislation and insurance requirements.

Breaches of health, safety and security procedures are identified and promptly reported.

Any suspicious behaviour or occurrences are promptly reported to the designated person.

2 Deal with emergency situations

Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility.

Emergency procedures are correctly followed in accordance with enterprise procedures.

Assistance is promptly sought from colleagues and/or other authorities where appropriate.

Details of emergency situations are accurately reported in accordance with enterprise policy.

3 Maintain safe personal presentation standards

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

Issues requiring attention are promptly identified.

Issues are raised with the designated person in accordance with enterprise and legislative requirements.

Range of Variables

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

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.

Key Competencies in this Unit	Level
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

Tourism Industry

NATIONAL COMPETENCY STANDARDS

TOURISM CORE

Unit THTTCO01A

Develop and Update Tourism Industry Knowledge

Unit Descriptor	This unit deals with the skills and knowledge required to access, increase and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.

Element   **Performance Criteria**

1   Seek information on the tourism industry

Sources of information on the tourism industry are correctly identified and accessed.

Information to assist effective work performance within the industry is obtained, including information on:

   economic and social significance of the tourism industry and the role of local communities

   different tourism markets and their relevance to industry sectors

   relationships between tourism and other industries

   different sectors of the industry, their inter-relationships and the services available in each sector

   major tourism industry bodies

   environmental issues for tourism

   industrial relations

   specific features of the local/regional industry

   career opportunities within the industry

   the roles and responsibilities of individual staff members in a successful tourism business

   work organisation and time management

   quality assurance.

Specific information on the sector of work is accessed.

Industry information is correctly applied in day-to-day work activities.

2   Update tourism industry knowledge

Informal and/or formal research is used to update general knowledge of the tourism industry.

Updated knowledge is shared with customers and colleagues as appropriate, and incorporated into day-to-day work activities.

Range of Variables

This unit applies to all sectors of the tourism industry.

Information sources may include but are not limited to:

media

reference books

libraries

unions

industry associations and organisations

industry journals

computer data, including Internet

personal observations and experience.

Industries other than tourism may include but are not limited to:

entertainment

arts

sports

agriculture

conservation

science and research

retail.

Environmental issues may include but are not limited to :

protection of natural and cultural integrity

minimal impact operations

environmental sustainability

waste management

energy-efficient operations

land ownership

land access and usage.

Economic and social issues may include but are not limited to:

employment

effect on local amenities/facilities

population change due to tourism development

community role in tourism.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

different sectors of the tourism industry and their inter-relationships, including a general knowledge of the roles and functions of the following sectors:

accommodation

attractions and theme parks

tour operators

tour wholesalers

retail travel agents

information services sector (local, regional, national)

meetings and events.

overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.

overview of how to organise time and work in different industry contexts.

tourism industry information sources.

basic research skills:

identification of relevant information

questioning techniques to obtain information

sorting and summarising information.

legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):

consumer protection

duty of care

equal employment opportunity

anti-discrimination

workplace relations.

Context of Assessment:

This unit may be assessed on or off the job. Assessment should include a form of practical demonstration, plus a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

The specific focus of this unit will depend upon the industry sector. Pre-vocational training programs may include coverage of all industry sectors.

Look for:

ability to source industry information

general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

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.

There is a strong link between this unit and unit THHGGA03A Source and Present Information, and combined training and assessment may be appropriate.

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.

Key Competencies in this Unit	Level
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

Competency Standards

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

PLANNING AND PRODUCT DEVELOPMENT

THT 98 Tourism Training Package
© Australian National Training Authority

Unit THTPPD01A

Create and Implement Strategic Product Development Initiatives

| Unit Descriptor | This unit deals with the skills and knowledge required to manage strategic product development within tourism enterprises. It is very closely linked to a range of other units dealing with product development and to the unit Develop and Implement a Business Plan. |

Element	**Performance Criteria**
1 Prepare product development plans	Product development plans are developed within the context of the overall business plan and marketing focus of the enterprise.
	Product development opportunities are identified based on review of the market place and customer needs.
	Plans take account of input form both internal colleagues and external stakeholders.
	Market research is incorporated into the planning process.
	Plans consider the requirements of different customers including those with special needs.
	Issues relating to product life cycles are considered in the planning process.
	Budgetary and cashflow planning issues are included.
	Cost effectiveness and profitability of product development is assessed.
	Feasibility studies are incorporated as appropriate.
	External issues that impact on product development are reviewed in the planning process including:
	legal and liability issues
	environmental considerations
	cultural considerations
	general industry trends.
	Clear, scheduled courses of action and evaluation criteria are contained within the plan.

2   Implement product development plans

The objectives and contents of product development plans are communicated in a timely fashion to all appropriate colleagues and customers.

Actions detailed in the plans are implemented according to agreed timeframes.

Where appropriate, new products and services are tested in the marketplace prior to full implementation.

3   Monitor and evaluate product development

Product development initiatives are regularly monitored in terms of:

progress against agreed objectives, schedule and evaluation criteria

response in the marketplace

feedback from the distribution network

feedback from staff

changes in the internal or external environment which may impact on plans

Cost effectiveness and profitability.

Changes required are identified and actioned in a timely manner.

Changes are communicated to all relevant colleagues and customers.

Range of Variables

This unit applies to all tourism industry sectors.

Product development refers both to the monitoring and development of existing facilities/services/products and to the creation of new facilities/services/products.

Product development covers a range of areas including but not limited to:
- tour development
- package programs
- new customer service features
- building of new facilities
- special interest programs
- guest activities and shows
- exhibits.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- planning and project management
- insurance issues associated with product development
- legal issues and regulations that affect Australian tourism operations in specific relation to product development
- environmental regulations
- market knowledge as appropriate to specific enterprises – style of product/location/ distribution network/limiting factors
- understanding of financial and profit issues and requirements.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the on-going implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to plan, implement and evaluate a tourism product development initiative
- knowledge of the range of issues to be considered in the product development process.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THHGGA09A Manage Projects.

There is also a very strong link between this unit and the following units:
- THTPPD02A Research Tourism Data
- THTPPD03A Source and Package Tourism Destinations and Products and Services
- THTPPD04A Plan and Implement Minimal Impact Operations
- THTPPD06A Plan and Develop Ecologically Sustainable Tourism Operations
- THTPPD07A Plan and Develop Culturally Appropriate Tourism Operations.

Depending upon the industry sector and workplace, combined training and/or assessment may be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2

Unit THTPPD02A

Research Tourism Data

Unit Descriptor	This unit deals with the skills and knowledge required to conduct formal research in a tourism context. It applies to all tourism industry sectors.

Element	Performance Criteria
1 **Identify research needs**	Specific research needs are identified based on current business focus and needs of the organisation. Objectives for the research are developed in consultation with relevant colleagues and authorities.
2 **Conduct research**	Research method is selected in accordance with objectives. Where appropriate, documentation required for the research program is prepared. Where appropriate, specialist assistance is obtained. Research is conducted within agreed timeframes and in accordance with agreed methodology.
3 **Interpret and apply research results**	Data collected is accurately analysed and interpreted. Results are used to inform current activities and future planning. Research results are communicated to appropriate colleagues and external agencies in a timely manner with appropriate recommendations and observations.

Range of Variables

This unit applies to all tourism industry sectors.

Research methods may include but are not limited to:
- questionnaires and surveys
- interviews (face-to-face and phone)
- focus groups
- electronic counters
- evaluation of secondary data
- desk research.

Research may be related to a range of data including but not limited to:
- customer preferences
- general visitation patterns
- success of marketing initiatives
- distribution network.

Information may be obtained through other industry sources or research direct with the final customer.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- typical research methodologies
- role of research within the tourism industry and major research bodies
- sources of research data.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:

- knowledge of research techniques and methodology
- ability to apply knowledge to the conduct of research within a specific tourism context.

Linkages to Other Units:

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

- THTGCS07A Coordinate Marketing Activities
- THHGLE12A Develop and Manage Marketing Strategies
- THHGLE11A Manage Quality Customer Service
- THHGLE19A Develop and Implement a Business Plan.

Depending upon the industry sector and workplace combined training and/or assessment may be appropriate.

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.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTPPD03A

Source and Package Tourism Products and Services

Unit Descriptor	This unit deals with the skills and knowledge required to research and package tourism products to meet the needs of particular markets or customers.

Element	Performance Criteria
1 Source products	Product initiatives are developed within the context of the organisation's overall business plan and marketing focus.
	Product objectives are identified in consultation with appropriate colleagues and customers.
	Potential destinations and products are identified and researched using the following methods as appropriate:
	desk research
	personal contact with tourism authorities/product suppliers/distribution network
	destination/site inspection.
	Destination and product details are assessed for suitability including:
	costs
	availability/accessibility
	features and benefits
	profit potential.
	Destinations and products are selected based on research conducted.

2   Package products

Programs are developed to meet the requirements of
  specific customers/markets in relation to:
  budget
  product/service preferences
  time-constraints
  practicality.
Program components are combined and integrated to
  create maximum value and saleability.
Where appropriate, agreements are made with suppliers
  and confirmed in writing in accordance with
  enterprise procedures.
Programs are costed in accordance with enterprise
  requirements to take account of the following as
  appropriate:
  commissions
  contract agreements
  mark up/profit margin requirements
  payment terms
  relevant exchange rate implications
  taxes
  staff costs.
Pricing structures are clearly presented and include full
  details of all inclusions, exclusions and add ons.
Details are confirmed and finalised in writing.
Legal requirements are checked and incorporated.
Programs are presented to appropriate
  colleagues/customers for approval prior to promotion
  in the marketplace and within required timeframes.

Range of Variables

This unit applies to all tourism industry sectors.

Please note that the precise context for this unit will vary according to the specific industry sector but could include sourcing and packaging destinations and products for:

- conference packages
- social events
- tour programs and packages (day, extended, eco, cultural, educational)
- special interest itineraries
- incentives
- series tours.

Products and services may include but are not limited to:

- accommodation
- transport (air, rail, bus /coach, shipping)
- hire car
- attractions
- tours
- catering
- entertainment
- conference facilities
- specialist services (Guides, interpreters etc).

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- local and international regulations and legislation that impact on the packaging and development of tourism products in Australia
- industry information networks
- industry practices in packaging products as appropriate to different sectors
- market knowledge in relation to product being developed and potential customers.

Context of Assessment:

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the

candidate to address the on-going implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to source and package a range of different products to meet a specific market need
- ability to develop and cost practical programs that meet both customer needs and enterprise business requirements
- knowledge of product packaging in the context of the tourism industry.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTSOP03A Access and Interpret Product Information
- THTSOP05A Prepare Quotations.

Combined training may also be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	-

Unit THTPPD04A

Plan and Implement Minimal Impact Operations

Unit Descriptor	This unit deals with the skills and knowledge required to create and operate tourism activities which minimise negative environmental and social impacts. It is particularly relevant to ecotourism operations but should apply to all tourism operations.

Element

Performance Criteria

1   Plan environmentally responsible activities

Experiences and activities are developed according to ecotourism codes of practice including:
combination of education and interpretation on the natural environment
environmental sustainability
return to the local environment/community
cultural sensitivity
meeting of realistic client expectations.

Tour procedures are developed to limit potential negative impacts and maximise positive impacts on the natural environment.

Tour procedures are developed to limit potential negative impacts and maximise positive impacts on the local community.

2   Conduct activities with minimal impact

Minimal impact procedures are selected and used as appropriate to the area, including:
waste disposal
use of tracks
energy use
noise
souveniring
setting of camps
interactions with wildlife
group size
activity specific guidelines
local customs/courtesies.

Customers are advised about acceptable behaviours in:
environments
communities.

Individual behaviour provides a role model for customers and colleagues in relation to minimal impact.

3	**Monitor impacts and changes**	Changes in the environment are accurately monitored and recorded.
		Where appropriate, environmental information is collected on behalf of environmental/social agencies and authorities.
		Appropriate authorities are advised of environmental and social change.

Range of Variables

This unit applies to all tourism industry sectors.

Minimal impact techniques and procedures may include but are not limited to:

- education on appropriate behavioural patterns
- site hardening
- technological solutions
- education
- restricting or limiting access
- staged authenticity.

Environmental impacts may include but are not limited to:

- Positive
    - opportunities for conservation/protection
    - education of visitors
    - improvement of sites already impacted.
- Negative
    - disturbance of flora and fauna
    - physical damage
    - introduction of exotic/feral species
    - pollution
    - waste, energy and consumable demands and issues
    - visual impacts.

Social impacts may include:

- Positive
    - economic benefits to local community
    - improved local facilities
    - employment
    - visitor education
    - greater understanding between host and visitor cultures.
- Negative
    - trivialisation of culture
    - effect on social structures.

Methods of information collection may include but are not limited to:
- logbooks
- sighting forms
- basic measurements (temperature, weather conditions, estimations of % cover, water)
- photography.

Changes in the natural environment may include but are not limited to:
- breeding events
- erosion
- species sighting
- changes to flora
- changes to fauna.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
- basic general knowledge of global environmental issues
- local environmental and cultural issues
- basic general knowledge of environmental ethics
- relevant Federal/State/Territory/local legislation, regulations and by-laws
- minimal impact techniques
- environmental information collection techniques
- ecotourism codes of practice (as per Ecotourism Association of Australia)
- an understanding of the biophysical and sociocultural elements in an environment.

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. Portfolios of evidence
   relating to workplace experience may be appropriate. Simulated activities must closely
   reflect the workplace and may need to take place over a period of time to allow the
   candidate to address the ongoing implementation and monitoring aspects of this unit.
   This should be supported by a range of methods to assess underpinning knowledge.

Assessment must take place in a setting where minimal impact activities (as detailed in the
   performance criteria), can be practically demonstrated and environmental changes can
   be monitored.

Critical Aspects of Assessment:

Look for:
- knowledge of the environmental impacts and issues associated with tourism
- ability to apply knowledge to the planning and operation of tourism services in a specific industry context.

Linkages to Other Units:

There is a strong link between this unit and a range of other units. Depending upon the industry sector or workplace combined training and/or assessment may be appropriate.
Examples include but are not limited to:
- THTPPD01A Create and Implement Strategic Product Development Initiatives
- THTPPD06A Plan and Develop Ecologically Sustainable Tourism Operations.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THTPPD05A

Plan and Develop Interpretive Activities

Unit Descriptor	This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. It is particularly relevant for those developing activities within tour operations and attractions/theme parks.
	The actual presentation of activities is covered in Unit THTFTG09A Present Interpretive Activities.

Element	Performance Criteria
1 Establish need for activity	Need for activity is identified, based on customer requests, customer feedback, product development initiatives and wider community needs.
	Educational, interpretive and commercial objectives of the activity are established.
	If required, approval for the activity is obtained from the appropriate source.
2 Develop the activity	Possible themes and messages for the activity are identified and developed.
	A range of potential information and resources are identified and accessed in a manner which is culturally and environmentally appropriate, including other specialists as required.
	Risk audit is undertaken and incorporated into activity development.
	Breadth and depth of messages and supporting information selected is appropriate to the customer.
	Resources to support the activity are developed within designated timelines.
	Activity is developed within budget.
	Activity is developed to meet objectives.
	Activity is developed according to the principles of interpretation.
	Colleagues are consulted and kept informed during the development of the activity.
	Activity is promoted in conjunction with relevant colleagues and according to organisation marketing objectives.

3   Evaluate activity
Formal and informal feedback is obtained from
       customers and colleagues.
Activity is modified according to feedback received.
Ongoing review mechanisms are established and
       implemented to ensure continuous improvement of
       activity according to its objectives.

Range of Variables

This unit applies to all tourism industry sectors.

Activities may include but are not limited to:
- guided walks
- guided site activities
- touring activities.

One or more activities may be combined in a overall tour program.

Interpretive activities relate to an enormous range of subjects. A few examples are:
- wildlife
- domestic/farm animals
- birds
- history and heritage
- culture
- art
- natural environment
- built environment.

Resources may include:
- natural resources
- microphone
- AV equipment
- overhead projector/transparencies
- video & video monitor
- slides/slide projector
- handouts
- costumes
- props
- actors/performers
- guest speakers
- special interest organisations.

Other specialists may include:
- subject matter experts
- cultural advisers
- technical experts
- creative designers
- actors/performers
- marketers
- environmental educators
- interpretation consultants.

Evidence Guide

To demonstrate competence, evidence of knowledge and skill in the following areas is
required:
- Interpretation principles (from Tilden, Interpreting Our Heritage)
    - interpretation that does not somehow relate what is being displayed or described
    to something within the personality or experience of the visitor will be sterile
    - information, as such, is not interpretation. Interpretation is revelation based upon
    information. But they are entirely different things. However, all interpretation
    includes information
    - interpretation is an art which combines many arts, whether the materials presented
    are scientific, historical or architectural
    - the chief aim of interpretation is not instruction, but provocation
    - interpretation should aim to present a whole rather than a part, and must address
    itself to the whole person rather than any phase
    - interpretation addressed to children should not be a dilution of the presentation to
    adults, but should follow a fundamentally different approach
- customer service skills
- technical/equipment procedures
- project planning
- written presentation skills
- activity design
- knowledge of subject matter to be presented.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:
- subject knowledge
- ability to apply knowledge to the development of tourism related interpretive activities
- ability to apply the total development and evaluation process to an interpretive activity.

This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge should be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of EcoGuides and the recognition systems in relation to cultural knowledge that exist in Aboriginal and Torres Strait Islander societies.

Linkages to Other Units:

There is a strong link between this unit and a range of other units. Depending upon the industry sector and workplace combined training and/or assessment may be appropriate. Examples include but are not limited to:
- THTFTG09A Present Interpretive Activities
- THTFTG03A Develop and Maintain the General Knowledge Required by Guides
- THTFTG10A Develop Interpretive Content for Ecotourism Activities.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	1

Unit THTPPD06A

Plan and Develop Ecologically Sustainable Tourism Operations

Unit Descriptor	This unit deals with the skills and knowledge required to undertake the strategic planning of ecologically sustainable tourism operations. It builds on unit THTPPD04A Plan and Implement Minimal Impact Techniques which is more operationally focused. It is also an extension of unit THTPPD01A Create and Implement Strategic Product Development Initiative which relates to general product development planning.

Element	**Performance Criteria**
1 **Plan for ecologically sustainable tourism operations**	Relationships between tourism and the environment are considered as part of the planning process. Strategies to balance ecological sustainability and economic viability are developed as part of the planning process. The need for a return (economic or social) to the local community is considered. Site evaluations are conducted prior to the decision to commence the operation. Methods of managing tourism impacts and protecting vulnerable sites are investigated and incorporated into the planning process. All stakeholders are consulted and their views incorporated into the planning process. Development decisions take account of all information made available by the planning process.
2 **Develop and implement ecologically sustainable tourism operations**	Environmental standards are established for the operation. Codes of practice are developed for customers and colleagues. Environmental best practice is regularly incorporated into operations. Operations are conducted according to ecologically sustainable practices. Operations are conducted in accordance with ecotourism codes of practice. Environmental awareness is promoted within the tourism industry and to customers.

3   **Monitor environmental**   Environmental impacts are monitored, assessed and
         impact of operations   followed up with appropriate action.
                                        Courses of action are developed and implemented to limit
                                             negative impacts and damage.

Range of Variables

This unit applies to all tourism industry sectors.

Methods of managing tourism impacts may include but are not limited to:
- limits of acceptable change
- zoning
- exclusion
- community consultation and involvement
- tourism development plans
- scheduling
- consideration of optimal weather conditions/seasons
- selection of most appropriate transport modes
- education
- size of operation/group size.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
  required:
- general knowledge of global environmental issues
- local environmental and cultural issues
- ecotourism codes of practice (as per Ecotourism Association of Australia)
- impacts of tourism
- minimal impact techniques
- environmental management strategies
- tourism trends and developments
- relevant Federal/State/Territory/local legislation, regulations and by-laws.

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. Portfolios of evidence
  relating to workplace experience may be appropriate. Simulated activities must closely
  reflect the workplace and may need to take place over a period of time to allow the
  candidate to address the ongoing implementation and monitoring aspects of this unit.
  This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to integrate ecologically sustainable tourism practices into the overall product development process.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTPPD01A Create and implement Strategic Product Development Initiatives.

There is also a link between this unit and a range of other units. Depending upon the industry sector and workplace, combined training and/or assessment may be appropriate.

Examples include but are not limited to:
- THTPPD04A Plan and Implement Minimal Impact Operations.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

Unit THTPPD07A

Plan and Develop Culturally Appropriate Tourism Operations

Unit Descriptor	This unit deals with the skills and knowledge required to plan culturally appropriate tourism operations. The unit applies to all tourism operations and is particularly relevant for operations that involve substantial cultural content, the inclusion of visits to culturally sensitive sites or a high level of interaction between people of different cultures. It is an extension of the unit Create and Implement Strategic Product Development Initiatives.

Element	**Performance Criteria**
1 Plan for culturally appropriate tourism operations	Cultural issues are identified at the commencement of the planning process.
	Individuals and communities are consulted in relation to cultural issues which may affect the operation.
	Where appropriate, economic and social impacts are considered in the planning process.
	Strategies to balance economic viability and cultural appropriateness are developed as part of the planning process.
	Economic returns to local communities are considered.
	Ways of managing and minimising negative tourism impacts and maximising positive impacts are investigated and developed as part of the planning process.
	Product development decisions take account of all information made available by the planning process including the need for culturally appropriate operations.

2	**Develop and implement culturally appropriate tourism operations**	Codes of practice and procedures which show respect for cultural values are developed for customers and colleagues.
		Operations are conducted in accordance with codes of practice.
		Operational participation of individuals from the appropriate cultures is encouraged.
		All customer activities are culturally appropriate.
		Information shared with customers is culturally appropriate, accurate and avoids cultural stereotyping.
		Copyright and intellectual property issues are considered.
		Colleagues are educated about other cultures and societies.
		Culturally appropriate behaviours are encouraged through training and education.
		The need for culturally appropriate behaviour is promoted throughout the organisation and with customers.
		Where appropriate, promotional and other materials are used to inform colleagues and customers about cultural issues.
3	**Monitor operations**	The standard of operations is regularly monitored to ensure culturally appropriate practices are maintained.
		Regular consultation is conducted with individuals and local communities as appropriate.
		Issues are dealt with promptly and changes are considered to continually improve organisation practices.

Competency Standards

Range of Variables

This unit applies to all tourism industry sectors.

Cultural issues may include but are not limited to:
- appropriate activities
- use of cultural information
- access restrictions
- use of appropriate staff
- traditional/contemporary values and customs
- cultural differences in styles of negotiation and communication.

Impacts on communities may include but are not limited to:
- positive
    - economic benefits to local community
    - improved local facilities
    - employment opportunities
    - cultural benefits
    - visitor education
    - greater understanding between host and visitor cultures
- negative
    - trivialisation of culture
    - effect on social structures.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- cultural/social impacts of tourism
- copyright and intellectual property issues
- cross cultural awareness and knowledge of the specific culture in question
- relevant Federal/State/Territory/local legislation, regulations and by-laws.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to integrate culturally appropriate practices into the overall product development process.

Training and/or assessment should involve persons from the relevant cultures.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTPPD01A Create and Implement Strategic Product Development Initiatives.

There is also a strong link between this unit and a range of other units. Depending upon the industry sector and workplace, combined training and/or assessment may be appropriate. Examples include but are not limited to:
- THTPPD06A Plan and Develop Ecologically Sustainable Tourism Operations.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

Unit THTPPD08A

Plan and Develop Meeting/Event Proposals and Bids

Unit Descriptor	This unit deals with the skills and knowledge required to plan and develop proposals and bids for the staging of meetings and events.

Element	Performance Criteria
1 Interpret brief	Contents of the brief are accurately interpreted and assessed in terms of the organisation's capacity to meet the stated requirements.
	Once decision is made to respond, the action required for development of the proposal/bid is identified and planned.
	Where appropriate, liaison is undertaken with the customer to clarify requirements.
2 Develop proposal/bid details	Details for inclusion in the proposal/bid are developed after consultation with suppliers and other relevant agencies.
	Options are developed to meet and where possible exceed the expectations of the customer.
	Support for the proposal/bid is sought from relevant individuals and agencies.
	Possible competitors are evaluated and strategies developed to address competitive issues.
3 Develop bid materials	Bid materials are prepared within the designated timelines in accordance with the requirements of the brief.
	Materials are presented in a format that maximises the use of presentation and promotional techniques.

Range of Variables

This unit applies to sectors of the tourism industry where proposals and bids are developed.

Details to be included in the proposal/bid will vary but may include information on:

- general concepts and themes
- business program
- social program
- costs
- touring
- accommodation
- entertainment
- staging
- special features
- sample promotional materials
- references and details of other successful undertakings
- organisational information (structure, personnel etc)
- support statements, information from other organisations
- approach to environmental impacts and issues.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- components required for meeting/event proposals and bids and product knowledge in relation to those components
- networks and interrelationships of different industry sectors in relation to meeting/event proposal/bids
- presentation techniques for proposal and bid materials.

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:

Look for:

- ability to conduct the entire proposal/bidding process for a specific meeting/event, including effective assessment of the briefing, coordination of all details and resources to meet the bid requirements and presentation of bid materials and documents
- knowledge of typical bid/proposal requirements and formats.

Linkages to Other Units:

This unit should be assessed with or after the following units:

- THHGGA04A Prepare Business Documents
- THHGCS04A Make Presentations.

Combined training may also be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	1

Unit THTPPD09A

Develop Conference Programs

| **Unit Descriptor** | This unit deals with the skills and knowledge required to design a conference program. |

| **Element** | **Performance Criteria** |

1 Identify conference objectives

Overall context and scope of the conference is identified.
Specific conference objectives are developed and agreed in consultation with relevant colleagues and/or customers.

2 Design conference program

Dates and times are selected to meet agreed objectives.
A theme is developed to complement conference objectives.
Overall conference format is developed within known budget, venue and staging constraints.
Specific components of the program are designed and integrated including the following as appropriate:
business program
breaks
food and beverage
social program
pre and post touring elements.
Business program is developed based on principles of adult learning and incorporates an appropriate range of activities.

3 Finalise program details

Proposed conference program is presented to the appropriate people within required timeframe.
Details are agreed/approved in accordance with agreed procedures.

Range of Variables

This unit applies to any tourism industry sector where there is a requirement for conference program development.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- typical conference session formats
- range of options for conference staging and venue set ups
- principles of adult learning
- needs of different segments of the market in relation to conference activities (corporate, associations, government).

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:

- ability to design a practical conference program to meet overall objectives and the needs of the target audience within budget guidelines
- detailed knowledge of the range of options available to conference organisers in terms of venues, staging, format and pre/ post touring components.

Linkages to Other Units:

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

- THTPPD03A Source and Package Tourism Products and Services.

Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTPPD10A

Develop and Implement Sponsorship Plans

Unit Descriptor	This unit deals with the skills and knowledge required to manage the sponsorship activities for a meeting or event. It has particular relevance for the meeting and events sector and for the visitor information services sector where extensive involvement in event management occurs.

Element	Performance Criteria
1 Identify sponsorship opportunities	Items and activities to be sponsored are identified based on the event program, the targeted audience and the functional needs of the event. Potential sponsors for the event are identified based on the event program, targeted audience and previous sponsors. Financial targets for sponsorship are developed. Sponsorship activities and targets are agreed with the meeting/event principal.
2 Create and promote a sponsorship package	Sponsorship packages are developed to include: event background details of sponsorship items and activities costs benefits. Information regarding sponsorship opportunities is produced in a professional format and distributed to potential sponsors. Where appropriate, approval is sought for the sponsorship package prior to promotion. Follow up promotion and negotiation are undertaken with potential sponsors. Where appropriate additional opportunities are discussed and negotiated with the sponsor. Written contracts/agreements are made with the sponsor to include full details of commitments made by both parties.

3	**Implement sponsorship activities**	Colleagues are briefed on details of sponsorship arrangements.
		Activities are organised in accordance with sponsorship agreement and all agreements made are honoured.
		Activities are monitored and evaluated and adjustments made accordingly.
		Feedback is provided to and requested from the sponsor.
		Wherever possible, opportunities are taken to enhance value of involvement for sponsors and benefits for the host organisation.
		Sponsor payments and other contract formalities are monitored and actioned throughout the project.
4	**Follow up with sponsors**	Follow up contact is made with the sponsor after the meeting/event.
		Reports and results are recorded/provided to the sponsor.

Range of Variables

The unit applies to any tourism industry sector where sponsorship of meetings and events is required.

Items and activities to be sponsored may include but are not limited to:
- overall conference sponsorship
- physical items (satchels)
- meals
- morning and afternoon teas
- travel
- entertainment
- speaker sessions
- social events.

Potential sponsors may include but are not limited to:
- individuals
- private companies
- government agencies
- industry organisations/associations
- educational institutions.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
    required:
- typical sponsorship packages created for meetings/events

- sponsorship protocols

- research skills for different areas of the market.

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. Portfolios of evidence
    relating to workplace experience may be appropriate. Simulated activities must closely
    reflect the workplace and may need to take place over a period of time to allow the
    candidate to address the ongoing implementation and monitoring aspects of this unit.
    This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to manage the entire sponsorship process for a given meeting/event including
    identification of potential sponsors/activities to be sponsored, development of the
    sponsorship package and the implementation of sponsorship activities

- comprehensive knowledge of practices and protocols in relation to meeting/event
    sponsorship.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTPPD09A Develop Conference Programs

- THHGGA04A Prepare Business Documents

- THHGLE14A Prepare and Monitor Budgets.

Combined training may also be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	-

Unit THTPPD11A

Develop and Implement Meeting/Event Management Systems and Procedures

Unit Descriptor	This unit deals with the skills and knowledge required to develop the specific procedures and systems required for the effective management of meetings and events. This unit equates to the general unit Plan and Establish Systems and Procedures.

Element	**Performance Criteria**
1 Identify procedural and system requirements	Procedural and system requirements for the meeting/event are identified in consultation with appropriate colleagues and customers. Procedural needs of participating suppliers are investigated.
2 Develop systems and procedures	Effective and efficient systems and procedures are developed to facilitate the management and administration of the meeting/event in relation to: registrations organising committee on site management systems including safety and risk assessment general record keeping and reporting special needs of particular meetings/events. Adequate resources are allocated for system set up and monitoring. Where appropriate, approval for systems is sought and obtained. Appropriate colleagues are fully briefed on the systems and procedures in a timely manner. Training and support is provided as required.
3 Monitor and review systems and procedures	Efficiency and effectiveness of procedures and systems are monitored. Suggestions for improvement are sought from colleagues. Adjustments are made and implemented.

Range of Variables

This unit applies to any sector of the tourism industry where meetings and events are organised.

Systems and procedures may be manual or automated.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- comprehensive knowledge of typical meetings management systems
- issues and problems relating to overall meetings/event management
- basic principles of planning.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to develop a range of systems and procedures for the total management of a meeting or event
- knowledge of the range of procedures and systems that apply across a broad range of meetings/event styles.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTPPD09A Develop Conference Programs
- THHGGA09A Manage Projects.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTPPD12A

Develop Host Community Awareness of Tourism

Unit Descriptor	This unit deals with the skills and knowledge required to develop host community awareness of tourism and its costs and benefits. It may apply in a local, regional, state or national context.

Element	**Performance Criteria**
1 Educate and inform the community on tourism	Objectives for the education of the local community are set in accordance with the overall goals of the organisation and the community. Strategies and programs are devised and implemented to maximise the opportunity to inform all sections of the community about tourism. Costs and benefits of tourism are clearly communicated on an ongoing basis.
2 Liaise with stakeholders	The main stakeholders in the host community are identified. Views and opinions of stakeholders are sought on an ongoing basis in relation to tourism activities. Input from stakeholders is assessed and applied in the planning and organisation of tourism activities. Potential conflicts relating to tourism are identified and solutions sought in consultation with relevant parties.

Range of Variables

This unit applies to the visitor information services sector of the tourism industry.

This unit applies in a local, regional, state or national context.

Stakeholders may include but are not limited to:
- general public
- elected officials
- senior bureaucrats
- community groups
- tourism operators
- tourism industry associations
- trade unions
- media.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
    required:
- community impacts of tourism, both costs and benefits
- typical structures for local, regional and state tourism organisations
- main stakeholders in local , regional, state and national tourism
- typical issues/problems in relation to host communities and tourism
- strategic and tactical community communications.

Context of Assessment:

This unit may be assessed on or off the job. Assessment should include practical
    demonstration either in the workplace or through simulation. Portfolios of evidence
    relating to workplace experience may be appropriate. Simulated activities must closely
    reflect the workplace and may need to take place over a period of time to allow the
    candidate to address the on-going implementation and monitoring aspects of this unit.
    This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- understanding of the role of tourism within host communities, the impacts of tourism
  and the role of major stakeholders
- ability to develop strategies to ensure effective communication about tourism issues
  to the broad community.

Linkages to Other Units:

There is a strong link between this unit and the following units:
- THTPPD14A Develop and Implement a Local/Regional Tourism Plan.

Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	1

Unit THTPPD13A

Assess Tourism Opportunities for Local Communities

Unit Descriptor	This unit deals with the skills and knowledge required to assess the general costs and benefits of tourism development for local communities. This unit could also be undertaken by a Tour Operator.
	It recognises the need for communities to make informed decisions about their potential involvement in tourism. Specific areas of business management are found in other units.

Element	Performance Criteria
1 Seek information about potential tourism opportunities	The local community is consulted about the possibility of community involvement in tourism and agreement is sought to investigate tourism opportunities.
	General information sources on tourism are accurately identified and accessed.
	Information of specific relevance to the community is gathered and used to make decisions about tourism.
	Information from other communities is obtained and used to make decisions about tourism.
2 Analyse issues relevant to tourism in local communities	Relevant tourism industry members are consulted on customer and tourism industry expectations for tourism products and services.
	Potential social and economic impacts on the community are identified and analysed.
	Current skill levels and the need for training or specialist expertise are identified and analysed.
	Potential conflicts between tourism and other community values are identified and analysed.
3 Liaise with external stakeholders	Contacts are established and maintained with relevant people outside the community.
	Information and advice are exchanged with external stakeholders.
	Assistance is sought from external individuals and organisations when required.

4	**Consult with the community**	The community is consulted about potential tourism opportunities.
		The community is provided with relevant, current and accurate information to facilitate informed debate and decisions.
		Where appropriate, external individuals and organisations are invited to talk to the community.
5	**Make decisions in relation to tourism opportunities**	Decisions about tourism opportunities are made within the appropriate timeframe, taking into account all information which has been gathered and analysed.
		Decisions reflect the wishes of the community.
		When decisions are made to pursue tourism opportunities, information collected in the assessment process is integrated into future planning.

Range of Variables

This unit applies to those individuals who wish to assess potential for tourism in local communities. It is particularly relevant for the visitor information services sector, tour operators and those involved in developing tourism within Aboriginal and Torres Strait Islander communities.

Potential tourism opportunities cover the full range of tourism development opportunities including:
- tourism retailing operations
- tour operations
- accommodation development
- visits to the community by invited external tour operators
- community involvement in providing staff for external operations
- community involvement in training for the tourism industry.

Sources of information may include but are not limited to:
- local, regional, state/territory, federal tourism organisations
- other government agencies
- research bodies
- reports on tourism
- privately owned tourism businesses
- national parks and land management agencies
- other local communities
- local people.

External stakeholders may include but are not limited to:
- the wider community
- local businesses
- local, regional, state/territory, federal tourism organisations
- other government agencies
- privately owned tourism businesses
- training agencies.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- knowledge of tourism and the tourism industry
- tourism industry networks and information sources
- impacts of tourism
- research and analysis skills.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:
- knowledge of the range of potential issues and impacts in relation to tourism
development in a local community
- ability to identify and analyse the full range of potential impacts of proposed tourism
development on a particular local community.

Linkages to Other Units:

There is a very strong link between this unit and the following units:
- THTPPD12A Develop Host Community Awareness of Tourism
- THTPPD14A Develop and Implement Local/Regional Tourism Plan.

Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

Unit THTPPD14A

Develop and Implement Local/Regional Tourism Plan

Unit Descriptor	This unit deals with the skills and knowledge required to develop and implement a strategic tourism plan in a local or regional context.

Element

Performance Criteria

1 Develop plans for local/regional tourism

Tourism plans are drafted within the context of the organisation's overall approach to the development of tourism within the region.

Plans include an inventory of both tourism infrastructure and the carrying capacity of the region.

Product and service 'gaps' are identified.

Plans are drafted to take account of the level of community and industry resources available to implement the plan.

Impacts on the community are considered and incorporated into the planning process including:
environmental factors
social and cultural factors
economic factors.

Development initiatives within the plan are both culturally and environmentally appropriate for the region.

Community is consulted throughout the tourism planning process.

Plans are developed to include a clear strategic and tactical focus.

Scheduled courses of action and evaluation methods are included.

Plans are submitted for approval to the appropriate authority prior to implementation.

2 Implement local/regional tourism plans

Actions detailed in the plan are implemented according to schedule and contingencies.

Community is consulted and involved in tourism issues on an ongoing basis.

3 **Monitor and evaluate plans**

Activities are monitored using the evaluation methods detailed in the plan on an ongoing basis to take account of the following factors:
progress towards objectives
evaluation of individual activities
the need for changes to the plan.
Any changes required are submitted for consideration and approval by the appropriate authority.
Agreed changes to plans are promptly implemented and communicated.

Range of Variables

This unit applies to the Visitor Information Services sector of the tourism industry.

This unit can apply to the following types of tourism plans:
- local
- regional.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
   - strategic planning techniques and practices
   - in-depth appreciation of the region for which the plan is being developed (physical,
     social, cultural and environmental characteristics)
   - knowledge of the tourism industry in relation to distribution networks and
     opportunities
   - tourism industry structures that apply to the specific regions.

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. Portfolios of evidence
   relating to workplace experience may be appropriate. Simulated activities must closely
   reflect the workplace and may need to take place over a period of time to allow the
   candidate to address the ongoing implementation and monitoring aspects of this unit.
   This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
   - ability to apply the total planning process to the development of a specific
     local/regional tourism plan
   - ability to implement and monitor the operation of the plan
   - detailed knowledge of the full range of issues that apply to the development and
     administration of local/regional tourism.

Linkages to Other Units:

There is a strong link between this unit and the following units:
- THTPPD02A Research Tourism Data
- THTPPD12A Develop Host Community Awareness of Tourism
- THTPPD13A Assess Tourism Opportunities for Local Communities
- THHGLE12A Develop and Manage Marketing Strategies.

Combined training assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

Sales and Marketing

THT 98 Tourism Training Package
© Australian National Training Authority

Unit THHGCS04A
Make Presentations

Unit Descriptor	This unit deals with the skills and knowledge required to make effective presentations. This unit applies to a variety of people across all tourism and hospitality sectors.

Element   **Performance Criteria**

1   Prepare for presentations

The presentation is planned in advance.
Material is researched and selected according to:
    purpose and objectives
    audience characteristics
    occasion
    venue.
Material is organised in a clear and logical manner.
Supporting materials such as slides or overheads are created and organised within appropriate timeframes.

2   Make presentations

Information presented is current, accurate and relevant.
Information is presented in a clear and concise manner.
Appropriate protocol is observed.
Recognised public speaking techniques are employed during the presentation.
Humour is appropriately used.
Visual aids and equipment are correctly used.
Where audience is external, the enterprise is promoted throughout the presentation.
Where possible the audience is involved in the presentation and feedback is encouraged.
Audience needs are quickly identified and any adjustments to presentation made accordingly.
Presentations are followed up with action as required.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Presentations may be internal or external and include but are not limited to:
- sales presentations
- training delivery
- presentations within meetings
- conference addresses
- staff briefings.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- presentation planning
- public speaking techniques
- knowledge of subject matter for presentation.

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:

Look for:
- ability to apply established techniques in the preparation of a presentation
- 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.

Linkages to Other Units:

This unit underpins effective performance in a range of sales and management units. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate. Examples include but are not limited to:
- THHGCS06A Plan and Implement Sales Activities
- THHGCS07A Co-ordinate Marketing Activities
- THHGCS08A Establish and Conduct Business Relationships
- all training units
- all leadership units

Competency Standards

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	-
Solving Problems	2
Using Technology	1

Unit THHGCS06A

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. It closely reflects the role of a sales executive.

Element	**Performance Criteria**
1 Plan sales activities	Sales activities are planned and scheduled in accordance with the marketing plan or other enterprise systems.
	Sales planning includes consideration of both existing and potential customers.
	Information is identified, analysed and incorporated into sales planning including:
	sales and marketing reports
	financial statistics
	market trends
	competitive activity.
	Prospects are pro-actively sourced and profiles created.
	Potential revenue is estimated in consultation with appropriate colleagues.
	Activities are planned to maximise opportunities to meet individual and team targets.
	Sales call patterns are established according to the following as appropriate:
	specific sales and revenue targets
	call intensity required
	geographic considerations and restraints
	current enterprise priorities
	need for administration and reporting time.
2 Prepare for sales calls	Where appropriate, appointments are made in advance.
	Sales call strategies and tactics are developed based on market knowledge, current sales focus and consultation with appropriate operational colleagues.
	Specific information, data and support materials are gathered for individual sales calls.

3	**Make sales calls**	Sales calls are made according to agreed call patterns.
		Relationships are built with customers through the use of effective interpersonal communication styles.
		Customer trust and confidence is developed through the demonstration of personal and professional integrity.
		A proactive approach is taken in identifying and resolving customer issues and problems.
		Selling techniques are used to maximise opportunities to meet and exceed sales targets.
		Information on product features and benefits is current, accurate and relevant to customer needs.
		Sales calls takes account of the current enterprise marketing focus.
		Feedback from customers is encouraged and market intelligence is pro-actively sought.
4	**Review and report on sales activities**	Sales reports are prepared in accordance with required timelines and enterprise procedures.
		Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning.
		Market intelligence is shared with relevant colleagues.
		All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future sales planning.

Range of Variables

This unit applies to all tourism and hospitality sectors.

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

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- in-depth product knowledge
- knowledge of the legal issues that affect the sales executive role in the Australian tourism industry
- industry and market knowledge as appropriate to the sector/enterprise including:
  - industry marketing and sales networks and distribution systems
  - customer trends and preferences
  - links between sales and areas of tourism operations
- knowledge of sales and marketing principles and ability to interpret a marketing plan
- sales techniques
- planning and organisational skills in specific relation to sales activities.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to plan and implement sales activities within a specific tourism and hospitality context
- logical and thorough planning which takes account of specific industry issues
- ability to integrate preparation with actual conduct of a sales call.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THHGCS04A Make Presentations
- THHGCS08A Establish and Conduct Business Relationships.

There is also a very strong link between this unit and the following units:
- THHGCS07A Coordinate Marketing Activities
- THHGLE03A Develop and Implement Operational Plans.

Depending upon the industry sector and workplace combined training may also be appropriate with the above 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGCS07A

Co-ordinate 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.

Element	**Performance Criteria**
1 Plan marketing and promotional activities	Promotional activities are planned and scheduled in accordance with the marketing plan or other enterprise systems. Overall objectives for activities are agreed with appropriate colleagues. Relevant information is identified, analysed and incorporated into short-term planning including: marketing reports sales reports financial statistics marketplace trends competitive activity. Detailed action plans for promotional activities are developed and implemented at the appropriate time.
2 Co-ordinate participation in trade and consumer shows	Invitations to participate in trade and consumer shows are evaluated to take account of the following factors: consistency with overall marketing direction level of exposure to be achieved matching of attendees to target markets financial resources issues human resource requirements timing of event. When participation is confirmed, a plan is created to ensure timely attention to the following issues: staffing requirements and briefings availability of brochures and display materials contracting of other services (eg. display) travel arrangements strategies to ensure maximum benefits fulfilling administrative and procedural requirements. Participation is reviewed for effectiveness, and future amendments made accordingly.

| 3 | Co-ordinate in house promotions | In-house promotions are scheduled and organised according to the marketing plan.
A plan for promotions is created and implemented to take account of the following issues:
objectives of the promotion
venue and location
duration
date selection
style and format of event
technical equipment required
number of invitees
who to invite
promotional materials required
budget available
public relations implications
design and distribution of invitations
co-ordination of RSVP's
need for external assistance
staffing implications
strategies for maximising attendance and impact
possible co-operative approaches.
Promotions are reviewed for effectiveness and future amendments made accordingly. |
| 4 | Co-ordinate familiarizations | Familiarisation programs are developed and conducted both in response to particular requests and as proactive projects to take account of:
potential enterprise benefit
current enterprise promotional focus
agreements with other organisations and suppliers
matching of itineraries to individual or group needs
use of new or unusual products to create maximum impact
FOC negotiations with product suppliers
operational and budgetary constraints.
Appropriate participants are selected according to promotional objectives.
Administrative and booking details are efficiently organised.
Where appropriate familiarizations are escorted in a professional and friendly manner.
Familiarizations are reviewed for effectiveness and future amendments made accordingly. |

5	**Undertake a general public relations role**	Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the organisation.
		Networks are used to assist in the implementation of promotional activities.
		Where appropriate, public relations resources are developed including media releases and industry/media support materials.
6	**Develop special products to meet customer needs**	Opportunities to develop products to meet particular customer needs are identified.
		Specific needs are established through consultation with the customer.
		Development of products is agreed within scope of individual responsibility.
		Products are developed in conjunction with appropriate colleagues.
7	**Review and report on promotional activities**	Reports are prepared in accordance with enterprise policy and required timeframes.
		Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning.
		Informal reports are made to relevant colleagues to maximise opportunity to meet team targets.
		All activities are reviewed in accordance with agreed evaluation methods, and the results incorporated into future planning.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Marketing and promotional activities may include but is not limited to:

- 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.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- in-depth product knowledge
- knowledge of the legal issues that affect marketing activities in the Australian tourism industry
- industry and market knowledge including:
  - industry marketing and sales networks and distribution systems
  - customer trends and preferences
- knowledge of sales and marketing principles and ability to interpret a marketing plan
- general knowledge of promotional activities in the tourism industry including trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display
- planning and organisational skills in specific relation to marketing activities.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:

- ability to co-ordinate 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

Linkages to Other Units:

This unit should be assessed with or after the following units:

- THHGCS07A Make Presentations
- THHGCS08A Establish and Conduct Business Relationships.

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

- THHGCS06A Plan and Implement Sales Activities

Competency Standards

- THHGLE03A Develop and Implement Operational Plans.

Depending upon the industry sector and workplace combined training may also be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGCS08A

Establish and Conduct Business Relationships

Unit Descriptor	This unit deals with the skills and knowledge required to manage business relationships within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required by specialist sales operators and managers in the industry.

Element	Performance Criteria
1 Establish and conduct business relationships	Relationships are established within the appropriate cultural context in a manner which promotes goodwill and trust between the enterprise, its customers and suppliers. Effective communication skills and techniques are employed in relationships to build trust and respect. Opportunities to maintain contact with customers and suppliers are taken up wherever possible.
2 Conduct negotiations	Negotiations are conducted in a business-like and professional manner within the relevant cultural context. Negotiations are conducted using techniques to maximise benefits for all parties in the context of establishing long term relationships. Negotiations take account of input from colleagues. Negotiations are conducted in the context of the current enterprise marketing focus. The results of negotiations are communicated to appropriate persons within appropriate timeframes.
3 Make formal business agreements	Agreements are confirmed in writing with contracts drawn up in accordance with enterprise requirements. All aspects of formal agreement are checked and approved in accordance with enterprise procedures. Specialist advice is sought in the development of contracts where appropriate.

4   **Foster and maintain business relationships**

Information needed to maintain sound business relationships is pro-actively sought, reviewed and acted upon.

Agreements are honoured within the scope of individual responsibility.

Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues.

Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Negotiations and contracts may relate to quite broad and significant commercial dealings including but not limited to:

- corporate accounts
- service contracts
- agency agreements
- venue contracts
- rate negotiations
- marketing agreements.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- knowledge of the tourism and/or hospitality industry including:

    - major industry marketing issues

    - current competitive environment

- knowledge of the legal issues that affect negotiations and contracts in the Australian
tourism industry

- knowledge of internal enterprise environments including

    - internal service capabilities

    - current marketing focus

- negotiation skills, including the skills to conduct negotiations of significant
commercial value

- general knowledge of contracts as appropriate to different industry sectors.

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. Portfolios of evidence
relating to workplace experience may be appropriate. Simulated activities must closely
reflect the workplace and may need to take place over a period of time to allow the
candidate to address the ongoing aspects of this unit. This should be supported by a
range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Evidence must be collected in relation to a range of different negotiations.

Look for:
- ability to conduct business negotiations within a specific tourism and hospitality
context.
- 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 contracts.

Linkages to Other Units:

This unit underpins effective performance in a range of other sales and management units.
Depending upon the industry sector and workplace combined delivery/assessment may
be appropriate. Examples include but are not limited to:
- THHGCS06A Plan and Implement Sales Activities

- THHGCS07A Co-ordinate Marketing Activities
- all leadership 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THTSMA01A

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.

Element	Performance Criteria
1 **Plan the production of brochures and marketing materials**	Production is effectively planned with appropriate actions designed to take account of the following factors: 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.
2 **Produce information for inclusion**	Accurate and complete information is produced or obtained from the appropriate source. Information is presented in a clear and easily understood format. • Information is presented in a culturally appropriate way.
3 **Obtain quotations for artwork and printing as appropriate**	Accurate specifications are provided to quoting organisations covering the following areas: 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. Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply.

4   **Develop final copy for brochures and marketing materials**

Copy is developed using basic creative writing techniques where appropriate to sell the products presented.

Copy is accurate regarding practical and operational details.

All costs are accurately presented with notes about conditions which may apply.

General conditions applying to information are clearly and accurately presented according to company policy.

All copy is thoroughly checked for accuracy prior to submission to external/internal arthouse or printers.

5   **Coordinate the production of brochures and marketing materials**

Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule.

All production work is fully checked and corrected as required.

All copy is re-checked and approved by appropriate authority only when totally accurate.

Artwork is approved according to company guidelines prior to commencement of printing.

Brochures and marketing materials are obtained on schedule.

Contingency plans are put in place to allow for situations where timelines may be exceeded.

Range of Variables

This unit applies to all tourism industry sectors.

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

Brochures and marketing materials may include but are not limited to:
- 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.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following is required:
- market context for the materials being produced

- print production processes and terminology

- principles of planning

- creative writing

- methods for researching, preparation and proofing of copy

- legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken through the actual production of brochures and marketing materials.

Critical Aspects of Assessment:

Look for:
- ability to co-ordinate all elements of the brochure development process

- ability to produce materials that meet stated objectives, provide current and accurate information and are free of error

- knowledge and understanding of production processes and terminology.

Linkages to Other Units:

There is a strong link between this unit and the following units:
- THHGCS07A Coordinate Marketing Activities

Combined delivery/assessment may be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTSMA02A

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 industry personnel.

Element		Performance Criteria
1	**Make preparations for display/stand**	Display/stand objectives are clearly identified in consultation with appropriate colleagues. Information to assist in display/stand preparation is obtained at the appropriate time. Display/stand is planned and adequate supplies of materials are selected and organised in accordance with the needs of the target market. Assistance from display specialists is sought where appropriate. Where appropriate, staff are rostered/employed and briefed to operate the display/stand.
2	**Set up display**	Display/stand is created/dressed in professional manner using recognised display techniques. Display/stand is checked to ensure customer safety.
3	**Provide customer to support the display**	Customers are provided with information on the products/services being promoted in accordance with enterprise service standards. Promotional materials are selected and provided to customers in accordance with their needs. Details of potential customers are accurately recorded for future follow-up.

4   **Follow up sales opportunities**

Potential sales opportunities are followed up within an appropriate timeframe.

Style of the follow up activity is selected in accordance with the nature of the opportunity.

Colleagues are consulted on follow up where appropriate.

Range of Variables

This unit applies all tourism and hospitality sectors.

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.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
 required:
 • general display techniques as they apply to typical tourism industry contexts.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken through the actual creation of
 a display stand.

Critical Aspects of Assessment:

Look for:
 • ability to create a display or dress a promotional stand to meet specific objectives
  using accepted display techniques.

Linkages to Other Units:

There is a strong link between this unit and the following units:
 • THHGCS07A Coordinate Marketing Activities.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	2

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

SALES AND OFFICE OPERATIONS

Unit THTSOP01A

Operate an Automated Information System

Unit Descriptor	This unit deals with the skills and knowledge required to operate an automated information system. The system used will vary according to the enterprise and industry sector.

Element	Performance Criteria
1 Access information on an automated system	Information requirements are correctly identified. The system is correctly and efficiently accessed. Appropriate search methods are selected for the type of information required. Features of the system are used to access and manipulate the full range of system information.
2 Download information	Required information is correctly selected. Information is downloaded in accordance with system procedures.

Range of Variables

This unit applies to all tourism industry sectors.

Information systems will vary depending upon the enterprise and industry sector but could
include:

- internet
- enterprise designed systems
- state/national tourism information systems.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- role of automated information systems in the tourism industry
- basic keyboarding skills.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:
- knowledge of the role of automated systems within the tourism industry
- ability to access and retrieve a range of information from an automated system within enterprise acceptable timeframes.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THHGCT01A Access and Retrieve Computer Data

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.

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

Unit THTSOP02A

Source and Provide Destination Information and Advice

Unit Descriptor	This unit deals with the skills and knowledge required to source and provide destination information and advice. It may be applied in a domestic or international context.

Element	**Performance Criteria**
1 Develop destination knowledge	Information sources for current and accurate information on destinations are correctly identified and accessed. Information on features of the destination and the general style of tourism products available is obtained. Information to meet different customer needs is accurately identified and obtained. Information is recorded and stored for future use in accordance with enterprise systems.
2 Update destination knowledge	Informal and formal research is used to update destination and general product knowledge. Feedback on experience with destinations is sought from both colleagues and customers and provided to other organisations where appropriate. Updated information is shared with colleagues in accordance with enterprise procedures.
3 Provide destination information and advice	Information and advice needs are accurately identified. A range of current and accurate destination and general product information and advice is provided in a timely manner in accordance with organisation procedures. Scope and depth of the information are appropriate to customer needs. Information and advice are presented in an appropriate format and style.

Range of Variables

This unit applies to all sectors of the tourism industry where advice on destinations is provided to customers.

The range of destination knowledge will vary according to the industry sector and workplace. Training organisations should ensure the tailoring of this knowledge to meet the specific needs of the target group. For example, in a retail travel context both domestic and international knowledge would be required.

Destination knowledge may include but is not limited to:
- major tourist areas
- geographic features
- history
- local economy
- local customs
- special regional features
- cultural elements
- special features of the host community
- appropriate health and safety considerations
- climate and seasonal factors
- local facilities
- banking, currency information.

General product information may include but is not limited to:
- styles of product available within the destination
- seasonal availability of product.

Informal and formal research may include but is not limited to:
- informal discussions with colleagues
- formal study
- reading of brochures
- trade and general media
- product updates and launches
- promotional seminars
- direct contact with other organisations
- familiarisations
- reading of travel guide books
- accessing the internet.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
  required:
- sources of information on destinations
- knowledge of industry information networks
- typical ways that individuals update their knowledge in the tourism industry
- understanding of the ways in which customers seek information.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:
- ability to research current, relevant and accurate information on tourism destinations
  and the styles of product offered in those destinations
- knowledge of current industry information networks and sources.

Linkages to Other Units:

There is a strong link between this unit and the following units:
- THTSOP03A Access and Interpret Product Information
- THHGCS01A Develop and Update Local Knowledge.

Depending upon the industry sector and workplace, combined training/assessment may be
  appropriate.

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.

Special note:

The destination knowledge focus of this unit will vary depending upon the
  industry sector and workplace. Training organisations should ensure the
  tailoring of this knowledge to meet the specific needs of the target group.
  Providers of pre-vocational training programs may elect to cover a broad
  range of destination knowledge in both a domestic and international
  context.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	-
Solving Problems	1
Using Technology	1

Unit THTSOP03A

Access and Interpret Product Information

Unit Descriptor	This unit deals with the skills and knowledge required to access and interpret a range of specific tourism product information. It may be applied in a domestic or international context.

Element	**Performance Criteria**
1 **Identify and access product information**	Sources of product information are correctly identified and accessed. Appropriate sources are selected in accordance with enterprise policy, commercial agreements and specific needs.
2 **Interpret product information**	Information sources are correctly interpreted and applied including: timetables brochures Specific product information is correctly interpreted and applied including: costs/tariffs/rates conditions and rules scheduling information product codes booking procedures.
3 **Provide product advice**	Product advice and information needs are accurately identified. Current and accurate product advice and information are provided in a timely manner. Scope and depth of the information are appropriate to customer needs. Information and advice are presented in an appropriate format and style.

Range of Variables

This unit applies to all tourism industry sectors that deal extensively with a wide range of products and services from across the tourism spectrum.

Product information systems may be manual or automated.

Please note that this unit is not intended to include detailed interpretation of airfare information. This is found in other units.

Sources of product information may include but are not limited to:
- brochures
- timetables
- computer
- tariff sheets
- confidential tariff.

Products may include but are not limited to:
- transportation
- touring product
- cruises
- accommodation
- attractions (natural and built)
- special events
- recreational activities
- convention facilities
- food and beverage/catering
- currency and banking services.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
   - major categories of tourism products
   - industry terminology and common abbreviations in relation to major product
     categories
   - general procedures in relation to major product categories
   - specific legal issues relating to different product categories.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using current industry product
   information services.

Critical Aspects of Assessment:

Look for:
   - ability to access and correctly interpret information on different categories of tourism
     products within enterprise acceptable timeframes.
   - knowledge of product terminology and procedures. The range of products will vary
     according to the industry sector and workplace

Linkages to Other Units:

There is a strong link between this unit and the following units:
   - THTSOP02A Source and Provide Destination Information and Advice
   - THTSOP04A Sell Tourism Products and Services
   - THTSOP05A Prepare Quotations.

Combined delivery/assessment may be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP04A

Sell Tourism Products and Services

Unit Descriptor	This unit deals with the skills and knowledge required to sell tourism services and products proactively in a range of industry contexts.

Element		**Performance Criteria**
1	**Identify customer needs**	Specific customer needs and preferences, including cultural needs are accurately identified.
		Rapport is established with the customer to promote goodwill and trust.
2	**Suggest products to meet customer needs**	Where appropriate, research is undertaken to source information to meet specific customer needs.
		Product options are tailored to the specific needs of the customer.
		Suggestions are made in accordance with current enterprise promotional focus and preferred product arrangements where appropriate.
		Customers are made aware of additional products and options which may enhance their itinerary.
		Options are provided within the appropriate or agreed timeframe.
		Features and benefits are clearly explained and promoted to the customer.
		Options are presented in a format and style most appropriate to the particular customer and in accordance with enterprise procedures.
		Additional information is provided to overcome customer questions and objections.
		Where appropriate, techniques are selected and used at the appropriate time to close the sale with the customer.
3	**Follow up sales opportunities**	Where appropriate, follow-up contact is made with the customer.
		Where appropriate, after sales service is provided in accordance with enterprise procedures.

Range of Variables

This unit applies to all tourism industry sectors where staff are required to sell tourism services and products proactively.

This unit may be applied in a domestic or international context.

Selling could be:
- face-to-face
- on the phone
- in writing
- related to the sale of a destination
- related to the sale of a specific product.

Specific customer needs and preferences may be related to:
- preferences of different cultures/nationalities
- family status
- age
- gender
- available budget
- time available
- special interests.

Products and services may include but are not limited to:
- transportation
- accommodation
- tour packages
- entertainment bookings
- special events
- activities
- attractions
- conference facilities
- hire car
- travel insurance.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- selling skills

- communication, specifically active listening and questioning

- legal and liability implications of selling tourism products as appropriate to particular sectors

- product knowledge as appropriate to the enterprise or industry sector.

Context of Assessment:

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Simulated activities should provide the opportunity for the candidate to demonstrate competence in the complete sales process on more than one occasion. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:

- ability to apply the sales process in response to a range of different customer situations.

- underpinning product/destination knowledge

- understanding of legal and liability issues.

The range of customer situations will vary according to the industry sector and workplace.

Linkages to Other Units:

This unit should be assessed with or after the following units:

- THTSOP02A Source and Provide Destination Information and Advice.

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

- THTSOP03A Access and Interpret Product Information

- THTSOP05A Prepare Quotations.

Combined delivery/assessment may be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTSOP05A

Prepare Quotations

Unit Descriptor	This unit deals with the skills and knowledge required to calculate the costs of products and services accurately and present quotations to customers.

Element	Performance Criteria
1 Calculate costs of products and services	Product costing information is accurately sourced, selected and interpreted. Costs are negotiated with suppliers as appropriate and in accordance with commercial agreements/relationships. Where appropriate, commission/mark up procedures are accurately applied in accordance with enterprise procedures and requirements. Currency conversions are accurately calculated if required. Final cost to the customer is accurately calculated.
2 Provide quotations to customer	Accurate quotations are provided to customers in accordance with enterprise procedures and formats. Options are offered as appropriate. Quotations include accurate details on the following as appropriate: inclusions and exclusions payment requirements general conditions and rules. Quotations are accurately and legibly recorded and filed in accordance with enterprise procedures.
3 Update and amend quotations	Quotations are accurately adjusted and updated to take account of changed arrangements. Adjustments are accurately recorded and processed in accordance with enterprise procedures.

Range of Variables

This unit applies to all tourism industry sectors.

Quotations may be for single or multiple products and services.

Quotations may be prepared using a manual or automated system.

Quotations may be for domestic or international products and services.

The nature of quotations and the customers for whom they are prepared will vary according to different industry sectors and individual workplace.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- industry commission/mark up procedures and appropriate legislation that applies in
this area
- legal and consumer protection issues in specific relation to providing quotations.

Context of Assessment:

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

Critical Aspects of Assessment:

Look for:
- ability to accurately cost and quote on a range of tourism products and services
within enterprise acceptable timeframes
- knowledge of industry practices in relation to commissions and mark up.

The range of products and services will vary according to the industry sector. Training and
assessment must take account of the fact that the nature of quotations and the customers
for whom they are prepared will vary accordingly.

Linkages to Other Units:

This unit should be assessed with or after the following unit:
- THTSOP03A Access and Interpret Product Information.

There is also a strong link with the following units:
- THTSOP02A Source and Provide Destination Information and Advice
- THTSOP04A Sell Tourism Products and Services.

Combined training may also appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP06A

Receive and Process Reservations

Unit Descriptor	This unit deals with the skills and knowledge required to receive and process reservations for a tourism product or service. The selling focus for reservations staff is found in unit THTSOP04A Sell Tourism Products and Services

Element		**Performance Criteria**
1	**Receive reservation request**	Availability of requested reservation is correctly determined and politely advised to the customer.
		Alternatives are offered if the requested booking is not available including waitlist options.
		Inquiries regarding costs and other product features are accurately answered.
2	**Record details of reservation**	Customer profile/history is checked if available and information used to assist in making the reservation and to enhance customer service.
		Customer details are accurately recorded in the booking.
		Special requests are recorded clearly and accurately in accordance with enterprise requirements.
		Payment details are accurately recorded.
		Details are confirmed and agreed with the customer.
		Reservation is completed and filed in a manner which ensures easy access and interpretation by others.
3	**Update reservations**	Payments received are accurately recorded and processed in accordance with enterprise procedures.
		Cancellations and alterations to reservations are accurately recorded in accordance with customer request and enterprise procedures.
4	**Advise others on reservations details**	Appropriate departments and colleagues are advised on general and specific customer requirements and reservation details.
		Relevant reservation statistics are compiled accurately on request.

Range of Variables

This unit applies to all tourism and hospitality sectors where reservations for services are received.

Reservations systems may be manual or automated.

Reservations may be for domestic or international products and services.

Customers may be:
- industry customers
- end users of the service.

Reservations may be made by:
- phone
- facsimile
- mail
- face-to-face
- internet

Reservations may be for:
- individuals
- groups
- VIP's
- conference delegates.

General and specific customer requirements/reservation details may include, but are not limited to:
- special requests
- timing details
- special needs
- payment arrangements
- information of a style of customer eg. special interest group, VIP status
- details of other services being used.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
  required:
- product knowledge as appropriate to the specific industry sector
- reservations and bookings terminology
- relationships between different sectors of the tourism industry in relation to
  reservations and bookings including sources of reservations for different sectors
- principles which underpin reservations procedures.

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.

For this unit simulated workplace activities must be undertaken using current industry
  systems including automated systems where possible.

Critical Aspects of Assessment:

Look for:
- ability to make accurate reservations in accordance with established systems and
  procedures and within enterprise acceptable timeframes
- understanding of the different sources of reservations and the industry
  interrelationships that apply.

Linkages to Other Units:

This unit should be assessed with or after the following unit:
- THHGGA01A Communicate on the Telephone.

In non-automated workplaces there is also a very strong link between this unit and
  THHBFO06A Perform Front Office Clerical Procedures (Hospitality Training Package)
  THHGGA02A Perform Clerical Procedures (Tourism and Hospitality Training
  Packages).

Depending upon the industry sector and workplace, combined delivery/assessment may be
  appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP07A

Book and Co-ordinate Supplier Services

Unit Descriptor	This unit deals with the skills and knowledge required to book and co-ordinate supplier services in a range of different tourism contexts.

Element	**Performance Criteria**
1 Identify booking requirements	Services to be booked are accurately identified, based on customer/enterprise requirements. Where appropriate, services are selected and combined to meet customer/enterprise needs. Where appropriate, client details are accurately recorded.
2 Request services	Service(s) is/are requested from suppliers in accordance with enterprise procedures and policies including: costs payment requirements customer details nature of service to be provided special requests or requirements. Where multiple services are required, requests are made in the most practical order. Alternatives are sought if requested bookings are not available and flow-on impacts are identified and actioned.
3 Record request and confirmation	Bookings details, including request and conformation, are recorded and filed in accordance with enterprise procedures. Future action to be taken in relation to bookings is noted and scheduled in accordance with system and/or enterprise procedures.
4 Update and finalise bookings	Amendments/adjustments to bookings are accurately made and recorded in accordance with enterprise procedures. Payment requirements are actioned and recorded at the appropriate time in accordance with enterprise procedures. Suppliers are updated regarding booking changes in accordance with agreed procedures. Suppliers are advised of final details and requirements in accordance with the needs of particular bookings and enterprise procedures.

Range of Variables

This unit applies to all tourism industry sectors where the services of other suppliers are used.

Suppliers may be either internal or external to the organisation.

Services may be domestic or international.

Bookings may be made with a manual or automated system

The range of services to be supplied will vary according to the industry sector. Services may include but are not limited to:

- transportation
- accommodation
- entertainment
- tours
- activities
- speaker services
- audiovisual services
- catering.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- typical industry booking systems and procedures as appropriate to the specific
industry sector

- product knowledge as appropriate to specific industry sector

- principles that underpin reservations and booking procedures

- relationships between different sectors of the tourism industry in relation to
reservations and bookings.

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.

For this unit simulated workplace activities must be undertaken using current industry
systems including automated systems where possible.

Critical Aspects of Assessment:

Look for:
- ability to co-ordinate effectively, the booking process from initial request to
finalisation of the booking

- application of correct procedures and effective recording of bookings

- knowledge of industry booking systems and procedures for a range of products and
services.

The range of products and services booked will vary according to the industry sector and
workplace.

Linkages to Other Units:

This unit should be assessed with or after the following unit:
- THTSOP03A Access and Interpret Product Information

There is a very strong link between this unit and the following units:
- THTSOP06A Receive and Process Reservations. This unit relates to the booking of
other services, while THTSOP06A relates to receiving of reservations within a
supplier/principal organisation. The units reflect the different workplace outcomes in
different sectors.

- THTSOP02A Source and Provide Destination Information and Advice.

Competency Standards

- THTSOP05A Prepare Quotations.

Depending upon the industry sector and workplace combined delivery/assessment may be appropriate.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTSOP08A

Operate a Computerised Reservations System

Unit Descriptor	This unit deals with the skills and knowledge required to use a computerised reservations system (CRS) for a range of tourism products and services. The system will vary depending upon the enterprise and industry sector.

Element	**Performance Criteria**
1 **Access and manipulate CRS information**	CRS displays are accurately accessed and interpreted. CRS features are used to access a range of information including: costs availability product information product rules general industry information.
2 **Create and process CRS reservations**	New reservations are accurately created in accordance with system procedures. All required details are accurately recorded. Reservations are accurately updated, amended and stored as required. Where required, reservation details are correctly downloaded/printed.
3 **Send and receive CRS communications**	Communications to industry colleagues are accurately created and processed in the CRS. Communications from industry colleagues are accessed at the appropriate time and correctly interpreted.

Range of Variables

This unit applies to all tourism industry sectors where computerised reservations systems are used.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- role of CRS within the tourism industry
- range of services offered by CRS
- basic keyboarding skills.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using a current industry-accepted computerised reservations system.

Critical Aspects of Assessment:

Look for:
- ability to correctly use the features of a CRS
- ability to accurately make and process reservations for a range of tourism products and services.

This range of products and services booked will vary depending upon the workplace and industry sector.

Linkages to Other Units:

This unit should be assessed with or after the following units:
- THTSOP05A Prepare Quotations
- THTSOP06A Receive and Process Reservations or
- THTSOP07A Book and Coordinate Supplier Services
- THHGCT01A Access and Retrieve Computer Data.

Depending upon the industry sector and workplace, combined training may also be appropriate.

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.

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

Unit THTSOP09A

Process Non Air Documentation

Unit Descriptor	This unit deals with the skills and knowledge required to process a range of documentation commonly used/issued within the tourism industry. It does not include documentation for air travel.

Element	**Performance Criteria**
1 **Interpret information required for processing of documentation**	Industry information sources and documents are correctly interpreted including the following as appropriate: timetables reservations data (manual or computerised) brochure information price schedules visa guides.
2 **Process documentation**	Documentation is correctly processed within designated timelines. All required details are accurately recorded on documentation. Appropriate calculations are accurately made. Documentation is checked for accuracy prior to issue. Coupons/copies are accurately processed in accordance with enterprise and industry procedures.

Range of Variables

This unit applies to all tourism industry sectors.

This unit may apply in a domestic or international context.

Documentation may be processed using a manual or automated system.

Documentation will vary according to the industry sector but may include:
- accommodation vouchers
- bus/coach tickets
- car hire/motorhome vouchers
- cruise vouchers
- tour vouchers
- vouchers for attraction/theme park entry
- travel insurance documentation
- confirmation vouchers
- commission vouchers
- visa forms
- passport forms
- travellers cheque requests
- itineraries
- proformas
- sales returns.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- procedures and principles that underpin the processing of documentation
- typical documentation and pro-formas used in the tourism industry
- basic numeracy skills.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using currnet industry documentation as appropriate to the sector.

Critical Aspects of Assessment:

Look for:
- ability to correctly issue/process accurate travel related documentation within enterprise acceptable timeframes
- general knowledge of the various types of industry documentation
- understanding of the principles that apply to the processing of any type of documentation.

Linkages to Other Units:

There is a strong link between this unit and a range of Sales/Office Operations units especially:
- THTSOP02A Access and Interpret Product Information

Depending upon the industry sector and workplace, combined dekivery/assessment may be appropriate.

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.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THTSOP10A

Construct and Ticket Domestic Airfares

Unit Descriptor	This unit deals with the skills and knowledge required to correctly construct fares and issue documentation for domestic air travel.

Element	**Performance Criteria**
1 **Interpret domestic airfare information**	Sources of fare information are identified and accessed including: airline guides fare manuals computerised data general information from airlines. Information on fares and fare rules is correctly interpreted including: city codes airline codes fare basis normal fares discounted/promotional fares taxes.
2 **Construct and cost domestic airfares and itineraries**	Airfares and itineraries are accurately constructed to meet customer needs including: sector fares through fares mixed class fares fares for round, circle and open jaw trips fares including open dates and surface segments. Airfares are constructed in a manner which creates the best possible fare and travel benefits for the customer. Airline schedules are used to create the optimum itinerary for customers. Fare costs are accurately calculated and provided to the customer with specific reference to conditions that apply.

3	**Process domestic air travel documentation**	All details are accurately recorded on documents according to IATA/DAPA regulations including:

      tickets

      miscellaneous charge orders

      pre-paid ticket advices

      credit card charge forms.

Coupons are processed in accordance with enterprise, IATA/DAPA and BSP procedures as appropriate.

Where required refunds are processed in accordance with enterprise, IATA/DAPA and BSP procedures.

Range of Variables

This unit applies to all tourism industry sectors where domestic airline products are sold and/or ticketed.

Airfares and air itineraries are constructed and sold in accordance with airline regulations.

Construction and ticketing may be undertaken using a manual or automated system.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:
- range of domestic airfare options
- general knowledge of fare rules as they apply to different types of fares
- ticketing procedures and regulations for domestic air tickets including the role of IATA/DAPA.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using current IATA/DAPA documentation/systems.

Critical Aspects of Assessment:

Look for:
- ability to provide accurate advice on domestic airfares/fare rules
- ability to create practical air itineraries in response to customer needs
- ability to correctly process all related documentation within enterprise acceptable timeframes
- knowledge of the range of domestic air travel products and procedures.

Linkages to Other Units:

This unit should be assessed alone.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP11A

Construct and Ticket Normal International Airfares

Unit Descriptor	This unit deals with the skills and knowledge required to construct and ticket normal international airfares.

Element	**Performance Criteria**
1 Interpret international airfare information	Sources of international airfare information are correctly identified and accessed. International airfare information is correctly interpreted including: IATA areas global indicators international Sales Indicators international airline terminology general air travel rules and restrictions.
2 Construct international airfares	International airfares are correctly constructed for one way and return journeys in accordance with IATA regulations including: mileage system higher intermediate fares rule one way backhaul check circle trip minimum fare check currency regulations and NUC principles required taxes, special fees and other charges.
3 Process international air travel documentation	All details are accurately recorded on documents according to IATA regulations including tickets miscellaneous charge orders credit card charge forms. Coupons are processed in accordance with enterprise, IATA and BSP procedures as appropriate.

Range of Variables

This unit applies to all tourism industry sectors where international airline products are sold and/or ticketed.

Airfares and air itineraries are constructed and sold in accordance with IATA/airline regulations.

Construction and ticketing may be undertaken using a manual or automated system.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- familiarity with content and format of text-based tariffs and supporting manuals or
automated fares systems
- components of an international airline ticket
- normal fare construction principles and procedures.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using current IATA/DAPA
documentation/systems.

Critical Aspects of Assessment:

Look for:
- ability to provide accurate advice on international airfares/fare rules
- ability to create practical international air itineraries
- ability to correctly process international air travel documentation within enterprise
acceptable timeframes for a range of fare types
- knowledge of the range of international fare types.

Linkages to Other Units:

There is a strong link between this unit and the following unit:
- THTSOP12A Construct and Ticket Promotional International Airfares

Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP12A

Construct and Ticket Promotional International Airfares

Unit Descriptor	This unit deals with the skills and knowledge required to construct and ticket international promotional or 'special' fares.

Element	Performance Criteria
1 Interpret promotional airfare information	Sources of information for promotional fares are correctly identified and accessed. Fare rules for promotional fares are correctly interpreted. Nett fare information is correctly interpreted.
2 Construct promotional airfares	Promotional airfares are correctly selected in accordance with itinerary needs. Promotional airfares are constructed and costed in accordance with appropriate rules. Add-on charges are correctly applied.
3 Process promotional airfare travel documentation	All details are accurately recorded on documents according to IATA regulations including: tickets miscellaneous charge orders credit card charge forms. Coupons are processed in accordance with enterprise, IATA and BSP procedures as appropriate.

Range of Variables

This unit applies to all tourism industry sectors where international airline products are sold and/or ticketed.

Airfares and air itineraries are constructed and sold in accordance with IATA/airline regulations.

Construction and ticketing may be undertaken using a manual or automated system.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
   - familiarity with the format and content of Fares From Australia and Air Tariff or
     automated fares systems

   - range of promotional international fares

   - the role of nett fares

   - interpretation of fare rules as they apply to international promotional fares.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using current IATA/DAPA
   documentation/systems.

Critical Aspects of Assessment:

Look for:
   - ability to provide accurate advice on promotional airfares/fare rules

   - ability to create practical itineraries

   - ability to correctly process all related documentation for a range of commonly used
     promotional airfares from Australia within enterprise acceptable timeframes

   - knowledge of the range of promotional fares available.

Linkages to Other Units:

There is a strong link between this unit and the following unit:
   - THTSOP11A Construct and Ticket Normal International Airfares

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP13A

Apply Advanced Airfare Rules and Procedures

Unit Descriptor	This unit deals with the skills and knowledge required to apply advanced international airfare rules and procedures

Element		**Performance Criteria**
1	**Construct mixed class fares**	Options for mixed class combinations are accurately identified. Mixed class fares are accurately calculated and documented in accordance with IATA procedures.
2	**Construct fares incorporating add ons**	Add-on tables are correctly interpreted. Through fares incorporating add-ons are accurately calculated and documented in accordance with IATA procedures.
3	**Apply minimum checks**	Minimum checks are correctly applied to appropriate itineraries. Fares are accurately calculated and documented in accordance with IATA procedures.
4	**Issue international pre-paid ticket advices**	Prepaid ticket advices are accurately calculated and documented for journeys commencing outside the country of sale in accordance with IATA procedures.
5	**Apply indirect travel limitation rules**	Itineraries which do not comply with the Indirect Travel Limitations rule are accurately identified Sectorised journeys and side trips are accurately calculated and documented in accordance with IATA procedures.
6	**Construct round the world journeys**	Itineraries incorporating round the world journeys are accurately identified. Fares are accurately constructed and round the world minimum checks are applied in accordance with IATA procedures.
7	**Construct fares for open jaw journeys**	Itineraries incorporating open jaw journeys are accurately identified. Fares are accurately constructed for open jaw journeys in accordance with IATA procedures.

Range of Variables

This unit applies to all tourism industry sectors where international airline products are sold and/or ticketed. It has particular application in enterprises dealing with corporate travel itineraries.

Airfares and air itineraries are constructed and sold in accordance with IATA/airline regulations.

Construction and ticketing may be undertaken using a manual or automated system.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
  required:
  - detailed knowledge of fare construction principles and procedures.

Context of Assessment:

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

For this unit simulated workplace activities must be undertaken using current IATA/DAPA
  documentation/systems.

Critical Aspects of Assessment:

Look for:
  - ability to correctly apply the stated international airfare rules and procedures
  - ability to issue related documentation within enterprise acceptable timeframes.

Linkages to Other Units:

This unit should be assessed with or after the following unit:
  - THTSOP11A Construct and Ticket Normal International Airfares.

Combined training may also be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP14A

Administer Billing and Settlement Plan

Unit Descriptor	This unit deals with the skills and knowledge required to administer Billing and Settlement Plan (BSP).

Element	**Performance Criteria**
1 Report on air travel sales and refunds	Information and documentation required for BSP reports is compiled at the appropriate time. Documents are checked for accuracy, and discrepancies identified and included in reports. Document copies are correctly processed. Refund notices and refund applications are accurately completed when appropriate. BSP reports are accurately produced to include all transaction details.
2 Complete billing and settlement procedures	Payments are accurately calculated in accordance with BSP procedures and adjustment systems. Discrepancies are identified and actioned in accordance with BSP procedures. Payments are made within designated timelines.

Range of Variables

This unit applies to all tourism industry sectors where airline products are sold and ticketed.

Billing and Settlement Plan may be for domestic or international travel.

Billing and Settlement Plan procedure may change in accordance with IATA requirements.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
   required:
   • knowledge of BSP procedures

   • knowledge of BSP documentation

   • general understanding of airfares and ticketing.

Context of Assessment:

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

 For this unit simulated workplace activities must be undertaken using current IATA
   documentation/systems.

Critical Aspects of Assessment:

Look for:
   • knowledge of BSP procedures and documentation

   • ability to correctly apply BSP rules and procedures within enterprise acceptable
      timeframes.

Linkages to Other Units:

There is a link between this unit and other airfares and ticketing units.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP15A

Process and Monitor Meeting/Event Registrations

Unit Descriptor	This unit deals with the skills and knowledge required to process and monitor registrations for a range of meetings and events

Element	Performance Criteria
1 Process registrations	The database is established in accordance with agreed procedures and requirements for a specific meeting/event.
	Registrations are received and accurately processed in accordance with agreed procedures and timelines.
	Guest/delegate questions in relation to the meeting/event are correctly and politely answered.
	Accommodation and travel requirements are correctly actioned in accordance with agreed procedures.
	Special delegate requirements are reported to suppliers.
	Confirmations are issued in accordance with agreed procedures and within designated timelines.
	Documents and other materials are distributed to registered delegates/guests in accordance with requirements of the specific meeting/event.
2 Monitor registrations	Registration numbers are monitored and accurately reported on a regular basis to appropriate colleagues/customers/suppliers.
	Where necessary, action to boost numbers is undertaken in accordance with instructions.
3 Finalise registrations and produce materials	Registration details are finalised within designated timelines.
	Name tags and other individual delegate documentation are accurately produced and checked in accordance with agreed style for a specific meeting/event.
	Guest/delegate reports/lists are accurately produced to include all required information including the following as appropriate: payment status special requests further action required at venue.

Range of Variables

Competency Standards

This unit applies to all tourism industry sectors where registration systems for meetings/events are required.

Registration systems may be manual or automated.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
     required:

- general knowledge of the meetings sector of the tourism industry

- typical meeting/event registration procedures and systems

- general knowledge of customers for different types of meetings/events.

Context of Assessment:

This unit could be assessed on or off the job. Assessment should include practical
     demonstration either in the workplace or through a simulation. Portfolios of evidence
     relating to workplace experience may be appropriate. Simulated activities must closely
     reflect the workplace and may need to take place over a period of time to allow the
     candidate to address the ongoing implementation and monitoring aspects of this unit.
     This should be supported by assessment of underpinning knowledge.

For this unit simulated workplace activities must be undertaken using current systems and
     documentation.

Critical Aspects of Assessment:

Look for:

- ability to accurately process registrations and produce accurate registration materials
within enterprise acceptable timeframes.

- knowledge of typical meeting/event registration systems and the sorts of issues that
arise in the administration of meeting/event registrations.

Linkages to Other Units:

This unit should be assessed with or after the following units:

- THHGGA02A Perform Clerical Procedures

- THHGFA01A Process Financial Transactions

- THHGCT01A Access and Retrieve Computer Data.

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

- THTSOP07A Book and Co-ordinate Supplier Services

- THTFME01A Co-ordinate Guest/Delegate Registrations at Venue

- THHGFA02 Maintain Financial Records.

Combined delivery/assessment may be appropriate.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THHGCS05A
Organise Functions

Unit Descriptor	This unit deals with the skills and knowledge required to organise functions within a hospitality or tourism enterprise.

Element	**Performance Criteria**
1 Co-ordinate function bookings	Enquiries for function bookings are courteously and correctly answered.
	Size and style of facilities are considered and explained to the customers before accepting bookings for functions.
	Where appropriate, facilities are shown to customers.
	Bookings are accurately recorded and confirmed with the customer in accordance with enterprise procedures.
2 Establish customer requirements	Function requirements are discussed with customers including:
	menus
	style and format of occasion
	layout of room
	technical requirements
	timing details including access and break down.
	Courteous advice is offered to customers to assist them in planning the function.
	Where necessary consultations are held with colleagues to discuss customer requirements and how these can be met.
	Details are agreed with the customer and confirmed in writing including deposit and final payment requirements.

3 **Arrange function details** Information is passed to all appropriate colleagues to ensure effective planning of function elements.

Staffing needs are accurately identified and organised.

Possible effects of special functions on other customers are considered and appropriate action is taken.

Where appropriate, the need for the services of external suppliers is identified and bookings are made and confirmed in writing.

Special stock requirements are organised in a timely fashion.

The function sheet is prepared in consultation with appropriate colleagues.

All details on the function sheet are confirmed with the customer.

Function sheets are distributed in accordance with function and enterprise requirements.

Where appropriate, briefings are held to ensure the smooth running of the function.

4 **Monitor and evaluate functions** Set up and conduct of the function is monitored to ensure service meet customer needs and is in accordance with agreed requirements.

Feedback is obtained from customers and operations staff and information used in future function organisation.

Functions are finalised in accordance with enterprise procedures.

Range of Variables

This unit applies to various tourism and hospitality sectors.

Functions may include but are not limited to:

- breakfasts
- lunches
- dinners
- seminars/conferences
- cocktail parties
- weddings
- product launches.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- organisational skills in terms of event planning
- knowledge of typical function requirements including:
  - food and beverage
  - technical
  - typical function layouts.

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. Portfolios of evidence
relating to workplace experience may be appropriate. Simulated activities must take
allow the candidate to address the ongoing organisational and monitoring aspects of this
unit. This should be supported by a range of methods to assess underpinning
knowledge.

Critical Aspects of Assessment:

Look for:
- 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.

Linkages to Other Units:

There is a strong link between this unit and other meeting, sales, and food and beverage
service units in both the tourism and hospitality training packages.

Depending upon the industry sector and workplace, combined delivery/assessment may be
appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THTSOP16A

Maintain a Product Inventory

Unit Descriptor	This unit deals with the skills and knowledge required to maintain an inventory of tourism products. It mainly applies to tour operators and tour wholesalers.

Element	Performance Criteria
1 Obtain and interpret information for inventory	Information to be included in inventory is obtained from internal and external colleagues at the appropriate time. Information is correctly interpreted and reviewed prior to entry into inventory.
2 Enter data into inventory system	Where appropriate, information is accurately costed prior to entry in accordance with enterprise procedures and commercial agreements. Information is correctly formatted and entered into the inventory system in accordance with enterprise procedures and commercial agreements.
3 Update inventory	Inventory information is accurately updated at designated times in accordance with enterprise procedures. Bookings/allotments/requests are monitored. Out-of-date information is removed from the inventory within designated timelines.
4 Provide inventory information	Inventory information, updates and briefings are accurately produced within designated timelines. Reports and inventory information are distributed to appropriate colleagues in accordance with enterprise procedures. Assistance on inventory-related matters is provided to colleagues.

Range of Variables

This unit applies mainly to tour operators and tour wholesalers.

Inventory systems may be manual or automated.

Inventory may refer to products within an organisation or to the products of other organisations.

Inventory information may include but is not limited to:
- allotments of any type of tourism product
- rates/costs/tariffs
- general product information
- terms and conditions of sale
- special packages
- sales data.

Competency Standards

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- the role of product inventories in the tourism industry
- inventory procedures and systems used in various sectors of the industry.

Context of Assessment:

This unit should be assessed on the job or in a simulated workplace environment where
ongoing usage of an inventory management system can be demonstrated. Portfolios of
evidence relating to workplace experience may be appropriate. Simulated activities
must closely reflect the workplace and may need to take place over a period of time to
allow the candidate to address the ongoing implementation and monitoring aspects of
this unit. This should be supported by a range of methods to assess underpinning
knowledge.

Critical Aspects of Assessment:

Look for:
- ability to accurately create, update and produce reports on a product inventory
system within enterprise acceptable timeframes
- knowledge of the role played by inventory systems within the enterprise and the
wider tourism industry.

Linkages to Other Units:

This unit should be assessed with or after the following unit:
- THTSOP03A Access and Interpret Product Information.

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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTSOP17A

Allocate Tour Resources

Unit Descriptor	This unit deals with the skills and knowledge required to allocate human and physical resources to ensure efficient and effective tour operations.

Element	**Performance Criteria**
1 **Identify resource requirements**	Tour resource requirements are identified through timely liaison with appropriate colleagues/other departments. Reservations and sales data is correctly interpreted and applied in the application of resources.
2 **Allocate resources to meet operational needs**	Resources are organised to meet the needs of particular tours and specific customer requirements. Resource organisation complies with enterprise procedures for long and short term planning. Resources are allocated within budget constraints. Resources are allocated in accordance with maintenance, safety and other statutory requirements. Colleagues and customers are provided with resourcing information in a timely manner. Documentation is accurately prepared and distributed. Contingency plans are put in place and actioned when required. Changes in resource priorities are recognised and adjustments are made accordingly. Where necessary, additional or external resources are organised.
3 **Monitor and adjust resource allocation**	Efficiency and effectiveness of resources are monitored and adjusted where required. Feedback is regularly and accurately reported to colleagues to facilitate continuous improvement of the operation.

Range of Variables

This unit applies to the tour operations sector of the tourism industry.

Resources may include both human and physical resources.

Resource allocation may be completed with a manual or automated system.

Human resources may include but are not limited to:
- drivers
- tour guides
- driver/guides
- hostesses
- interpreters.

Physical resources may include but are not limited to:
- vehicles
- vessels
- camping equipment
- catering equipment
- maintenance equipment
- food and beverage.

Evidence Guide

Underpinning Skills and Knowledge:

To demonstrate competence, evidence of skills and knowledge in the following areas is
required:
- legal and statutory requirements in relation to both human and physical resource
allocation (both State/Territory and Federal)

- principles of planning

- sales and reservations procedures as appropriate to particular sector or workplace

- typical systems and documentation used by tour operators to control resource
allocation.

Context of Assessment:

This unit should be assessed on the job or in a simulated workplace environment where
ongoing allocation of resources may be demonstrated. Portfolios of evidence relating to
workplace experience may be appropriate. Simulated activities must closely reflect the
workplace and may need to take place over a period of time to allow the candidate to
address the ongoing implementation and monitoring aspects of this unit. This should be
supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

Look for:
- ability to identify and allocate the full range of resources required for the effective
and efficient operation of a tour or tours

- knowledge of the legal, safety and statutory requirements that impact on this aspect
of tour operations.

Linkages to Other Units:

There is a link between this unit and the following unit:
- THHGLE05A Roster Staff.

Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

FIELD AND ON SITE OPERATIONS
TOUR OPERATIONS

Unit THTFTO01A

Conduct Pre-Departure Checks

Unit Descriptor	This unit deals with the skills and knowledge required to conduct pre-departure checks on tour equipment and supplies.

Element	**Performance Criteria**
1 Identify requirements	• Tour and briefing documentation is accurately interpreted to identify the range of equipment and supplies required.
2 Check equipment and supplies	• All equipment and supplies are checked for correct quantity and appropriate quality against documented requirements. • Safety checks are conducted in accordance with enterprise procedures and statutory requirements. • Shortfalls and problems are promptly identified, reported and followed up to ensure rectification.
3 Load equipment and supplies	• Equipment and supplies are loaded in accordance with legal and occupational health and safety guidelines. • Loading takes account of terrain to be covered and need for access to equipment and supplies. • Hazardous items are identified and appropriately loaded. • Load is inspected prior to departure.
4 Complete documentation	• Pre-departure documentation is accurately completed in accordance with enterprise and statutory requirements.

Range of Variables

- This unit applies to the tour operations sector of the tourism industry.

- Departures may be from original point of departure or from any departure point during tour.

- Equipment and supplies may include but are not limited to:
  camping equipment

  catering equipment

  maintenance equipment

  food and beverage

  luggage

  medication/first aid kit

  commercial cargo.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:

    vehicle/vessel loading techniques as appropriate to workplace

    legal and statutory requirements in relation to equipment and supplies

    typical tour documentation.

Context of Assessment:

- This unit must be assessed on the job through practical demonstration or in a simulated environment where a full range of equipment, supplies and vehicles/vessels is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:

    ability to check and safely load equipment and supplies for a given tour in accordance with supplied documentation

    knowledge of the safety, legal and statutory requirements that apply to tour operators.

Linkages to Other Units:

- There is a strong link between this unit and the following units:
    TDTC197 Drive Vehicles

    TDTC897 Drive Coaches/Buses.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit TDTC197
Drive Vehicles

Unit Descriptor	This unit deals with the skills and knowledge required to drive cars and light vehicles safely, including the systematic, safe and efficient control of all vehicle functions and effective management of hazardous situations.
	Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory Road Traffic Authority. This unit is the National Road Transport standard Drive Vehicles. Users should consult Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	Performance Criteria
1 Drive the vehicle	• The vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer's instructions.
	• Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage.
	• Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.
	• The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.
	• The vehicle is parked, shutdown and secured in accordance with manufacturer's specifications, traffic regulations and company procedures.
2 Monitor traffic and road conditions	• The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.
	• Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

3	**Monitor and maintain vehicle performance**	• Vehicle performance is maintained through pre-operational inspections and checks of the vehicle. • Performance and efficiency of vehicle operation is monitored during use. • Defective or irregular performance or malfunctions are reported to the appropriate authority. • Vehicle records are maintained/updated and information is processed in accordance with company procedures.

Range of Variables

- Type of vehicle includes all cars and vehicles equal to or less than 4.5 tonnes GVM and seating up to 12 adults including the driver and all types of transmission.

- Workplace environment includes all road transport situations, for example:
    operations conducted at day or night

    work conducted in confined spaces, exposed conditions and controlled or open environment

    in the warehouse and at the depot

    in the vehicle on the road

    at the client's workplace

    in a range of typical weather conditions.

- The level of supervision may be limited or minimum supervision.

- OH&S standards as per company and statutory requirements.

- Regulations/legislation including:
    license category information

    traffic laws and regulations

    special regulatory requirements

    emergency procedures.

- Documentation and reporting systems as per company requirements.

- Procedures are those for prescribed by the relevant traffic authority and company.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    road laws

    vehicle handling procedures

    vehicle controls and indicators

    difference between transmission types

    defensive driving

    map reading

    reading

    monitoring and anticipating traffic hazards

    stress management.

Context of Assessment:

- Competence must be demonstrable for the relevant work situation, by day or night and in varied weather conditions in a real or simulated road transport environment.

- Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes.

- Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.

Critical Aspects of Assessment:

- Assessment must confirm sufficient knowledge of the road rules; vehicle controls, instruments and indicators, defensive driving techniques, engine power management and safe driving strategies.

- Assessment must confirm the ability to start, steer, manoeuvre, position and stop a light vehicle; as well as to correctly apply the candidate's knowledge of road rules; vehicle controls, instruments and indicators; defensive driving techniques, engine power management and safe driving strategies.

- Assessment of this competency will require access to a relevant vehicle.

Linkages to Other Units:

- This unit usually is assessed in conjunction with any of the specialised relevant units in the Driving Vehicles field of the National Road Transport Standards. In a tourism context this could be with the following units from the Tourism Training Package:
    TDTC197 Drive Buses/Coaches

    THTFTO02A Operate and Maintain a 4WD Vehicle.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	2

Unit TDTC897
Drive Coaches/Buses

Unit Descriptor	This unit deals with the skills and knowledge required to drive a coach/bus safely, including systematic and efficient control of all vehicle functions and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by or under the authority of, the relevant State/Territory Road Traffic Authority. This unit is the National Road Transport standard Drive Coaches/Buses plus Element 1 of Use Vehicle Communication Systems. Users should consult Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Drive the coach	• The coach/bus is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions.
	• Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage.
	• Engine operation is maintained within manufacturer's specified torque range and temperature through effective transmission use.
	• The braking system of coach/bus is managed and operated to ensure effective control of the vehicle under all conditions.
	• Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.
	• The coach/bus is driven in reverse, maintaining visibility and achieving accurate positioning.
	• The coach/bus is parked, shutdown and secured in accordance with manufacturer's specifications, traffic regulations and company procedures.

2	**Monitor traffic and road conditions**	• The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.
		• Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.
3	**Monitor and maintain vehicle performance**	• Coach/bus performance is maintained through pre-operational inspections and checks of vehicle and ancillary equipment.
		• Performance and efficiency of coach/bus operation is monitored during use.
		• Defective or irregular performance or malfunctions are repaired or reported to the appropriate authority.
		• Vehicle records are maintained/updated and information is processed in accordance with company procedures.
4	**Operate radio communication system**	• System checks are carried out to confirm radio communication system is operational in accordance with manufacturer's instructions and company procedures.
		• Communication system is used safely in accordance with company procedures and relevant safety legislation.
		• Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users.
		• Received messages are interpreted and recorded in accordance with company procedures.

Range of Variables

- Type of vehicle includes all coaches and buses relevant to specific license classifications.

- Workplace environment includes all road transport situations, for example:
    operations conducted at day or night

    work conducted in confined spaces, exposed conditions and controlled or open environment

    in the warehouse and at the depot

    in the vehicle on the road

    at the client's workplace

    in a range of typical weather conditions.

- The level of supervision may be limited or minimum supervision.

- OH&S standards as per company and statutory requirements.

- Regulations/legislation including:
    license category information

    traffic laws and regulations

    special regulatory requirements

    emergency procedures.

- Documentation and Reporting Systems as per company requirements.

- Procedures are those prescribed for the specific vehicle by the relevant traffic authority and enterprise policies.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    road laws

    coach handling procedures

    coach controls and indicators

    efficient driving techniques

    air brake systems

    defensive driving

    map reading

    reading

> monitoring and anticipating traffic hazards
>
> stress management.

Context of Assessment:

- Competence must be demonstrable for the class of vehicle concerned in usual operational situations by day and night and in varied weather conditions, with passengers. Assessment should include both loaded and unloaded vehicles.

- Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes.

- Assessment of this competency will require access to a coach/bus in working hours.

Critical Aspects of Assessment:

- Assessment must confirm sufficient knowledge of the requirements for the transport of special loads.

- Assessment must confirm the ability to apply this knowledge for the special types of load and vehicle concerned in a real or simulated road transport environment.

- Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.

Linkages to Other Units:

- This unit should be assessed alone.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	2

Unit TDTB397
Carry Out Vehicle Maintenance and Minor Repairs

Unit Descriptor	This unit deals with the core skills and knowledge required to undertake routine maintenance and minor repairs on vehicles which result from routine inspections. This unit is the National Road Transport Standard Carry Out Vehicle Maintenance and Minor Repairs. Users should consult Tourism Training Australia or their local Tourism Training office to ensure usage of the most up to date version of this unit.

Element	Performance Criteria
1 Diagnose vehicle faults and undertake repairs for the safe operation of a vehicle	• Faults in the vehicle electrical system are identified, diagnosed and repaired following manufacturer's specifications and company procedures. • Faults in the fuel system are identified, diagnosed and repaired following manufacturer's specifications and company procedures.
2 Maintain the vehicle systems	• Fluid levels are checked and adjusted following manufacturer's specifications and enterprise procedures. • Air levels are checked and adjusted following manufacturer's specifications and company procedures.
3 Carry out minor repairs to a vehicle	• Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer's instructions and company procedures. • Tyres are repaired or replaced as on vehicle following company procedures and manufacturer's instructions. • The need for more complex maintenance procedures is identified and the problem correctly referred following company procedures.
4 Complete documentation	• Records of routine maintenance and repairs are kept in accordance with company procedures.

Range of Variables

- Type of vehicle includes all commercial road transport vehicles for example, light vehicles, heavy vehicles, combination vehicles.

- Type of minor repairs includes all minor repairs, for example, the replacement of headlights, door mirrors, coolant hose, fuse, fan belt, rear tail-light lens, tyres and repair of tyre punctures.

- Type of service includes all minor services, for example, replacement of oils and replacement of air in tyres.

- Workplace environment includes all road transport situations, for example:
    operations conducted at day or night

    work conducted in confined spaces, exposed conditions and controlled or open environment

    in the warehouse and at the depot

    in the vehicle on the road

    at the client's workplace

    in a range of typical weather conditions.

- The level of supervision may be limited or minimum supervision.

- OH&S standards as per company and statutory requirements.

- Regulations/legislation includes:
    occupational health and safety legislation

    company policies and procedures.

- Documentation and reporting systems as per company requirements.

- Procedures are those prescribed for the specific vehicle by the relevant traffic authority and company policies.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    OH&S requirements

    inspection procedures

    service procedures

    operation of electrical system

    operation of fuel system

basic fault finding procedures

reporting and documentation requirements

reading and comprehension of simple statements in English

writing of simple reports

ability to apply housekeeping standards

ability to use and maintain all required materials, tools and parts recognition and diagnosis of faults and vehicle irregularities

ability to perform work under the required level of supervision

ability to minimise waste.

Context of Assessment:

- Competence must be demonstrated for the relevant classification of vehicle, by day and night and in varied weather conditions.

- Assessment of this unit of competence will usually include observation of work processes and procedures; measurement and evaluation of products or work outcomes; oral and/or written questioning on underpinning knowledge and skills and consideration of evidence of required attitudes.

Critical Aspects of Assessment:

- Assessment must confirm sufficient knowledge of the inspection procedures and regulations for the type of vehicle designed to carry the special load concerned.

- Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment.

Linkages to Other Units:

- This unit should be assessed alone.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	2

Unit THTFTO02A

Operate and Maintain a 4WD Tour Vehicle

Unit Descriptor	This unit deals with the skills and knowledge required to utilise features of a 4WD vehicle and perform simple maintenance on a 4WD vehicle. It relates **only** to the specialist skills and knowledge for 4WD vehicles. General driving and maintenance skills are covered in other units.

Element

Performance Criteria

1   Use the features of a 4WD vehicle

- 4WD vehicles are correctly and safely operated both on and off road.
- Situations where the engagement of 4WD is required are correctly identified.
- Customers are advised of any special safety precautions to be taken when traversing rough terrain.
- The special features of a 4WD vehicle are correctly, safely and responsibly used to navigate a range of terrain types including:
  - steep inclines
  - very soft ground
  - rocky areas
  - sand
  - water crossings
  - mud/black soil.

2   Recover 4WD vehicles

- A range of techniques are correctly and safely used to recover vehicles from adverse terrain including:
  - sand
  - rock areas
  - water crossing.
- Customer safety is considered throughout the recovery exercise.
- Post-recovery repairs are correctly performed.

3	**Perform maintenance and minor repairs on 4WD vehicles**	• Maintenance equipment, including spares and fluids is correctly selected/accessed prior to tour departure in accordance with:
		  • duration of tour
		  • type of terrain to be covered
		  • remoteness of area to be visited.
		• Vehicles are regularly checked prior to and during tour and routine maintenance/repair tasks are correctly performed.
		• Vehicle performance reports are promptly made to the designated person.

Range of Variables

- This unit applies to the tour operations sector of the tourism industry.

- This unit covers the specialist skills required of 4WD tour operators.

- Routine maintenance/repair tasks may include but are not limited to:
  changing wheels in uneven terrain

  puncture repairs

  bleeding a diesel engine.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:

    features and handling characteristics of 4WD vehicles

    differences between 2WD and 4WD vehicles and their impacts on vehicle operation and capability

    legal and safety issues of particular relevance to 4WD tours in Australia.

Context of Assessment:

- This unit must be assessed on the job through practical demonstration or through simulation with a 4WD vehicle in environments where 4W driving skills may be demonstrated. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:

    ability to safely and correctly use the features of a 4WD to navigate a range of terrain (terrain will vary according to enterprise location)

    ability to safely apply recovery techniques to 4WD vehicles

    knowledge of and ability to apply maintenance and repair techniques specific to 4WD vehicles

    knowledge of the legal and safety issues that apply to 4WD tours in Australia.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    TDTC197 Drive Vehicles (normally achieved via State / Territory driving test)

    TDTB397 Carry out Vehicle Maintenance and Minor Repairs.

- There is also a very strong link between this unit and the following unit:
    THTFTO05A Operate Tours in a Remote Area.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	3
Using Technology	2

Unit THTFTO03A

Set Up and Operate a Campsite

Unit Descriptor	This unit deals with the skills and knowledge required to set up and operate a campsite in the context of a camping tour.

Element | **Performance Criteria**

1   Select a campsite

- The site is accessed in accordance with tour itinerary, relevant permits, agreement of land owners and other statutory requirements.
- Where no designated area exists, the site is selected to ensure comfort, safety and minimal environmental impact.
- Hazards are identified and risks are eliminated or minimised.

2   Set up a campsite

- Campsite facilities are set up in the most appropriate position to ensure comfort, safety and minimal environmental impact.
- Shelter is arranged appropriately for the prevailing weather and conditions.
- Where appropriate, water sources are identified and accessed.
- Where appropriate, a campfire is safely constructed in a safe location and in an environmentally sensitive manner.

3   Operate a campsite

- Camping equipment is correctly operated in accordance with manufacturer's instructions and safety guidelines.
- Environmentally-friendly rubbish and human waste disposal procedures are established, agreed on with the group and monitored at all times.
- Acceptable campsite behaviour is discussed and agreed with the group.
- Where appropriate, a camp fire is safely operated within land management guidelines.

4	**Break camp**	• Equipment is safely dismantled, packed and stored.
		• Rubbish is taken from the site where disposal facilities are not available.
		• Where appropriate, the camp fire is safely extinguished.
		• The site is checked to ensure all equipment and belongings have been removed.
		• The camp site is left in original or improved condition.

Range of Variables

- This unit applies to the tour operations sector of the tourism industry.

- Campsites may be permanent or temporary.

- Campsite facilities may include but are not limited to:
  tents

  wash areas

  dining areas

  cook areas

  latrines

  fire sites

  pathways.

- Camping equipment may include but is not limited to:
  tents

  sleeping equipment

  cooking equipment

  lights.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:

    health and safety issues in specific relation to camping

    commonly-used camping equipment and its operation

    features of a desirable camp site

    environmental impacts of camp sites

    permit requirements for camp sites (including for camping in National Parks and on land under the control of traditional owners)

    issues relating to use of open fires in camp sites.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a campsite where a range of commonly used equipment is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:

    ability to select, set up and safely operate a campsite including the operation of a typical range of camping equipment

    knowledge of the environmental, safety and statutory issues that relate to temporary campsites.

Linkages to Other Units:

- There is a strong link between this unit and the following unit:
    THTFTO04A Provide Campsite Catering.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	2

Unit THTFTO04A

Provide Campsite Catering

Unit Descriptor	This unit deals with the skills and knowledge required to provide catering for tour customers in a campsite environment.

Element	Performance Criteria

1 Plan campsite menus	• Menus are planned to take account of the following factors:
	  • budget
	  • duration of trip
	  • size of group
	  • climate
	  • special dietary requirements
	  • facilities and equipment available for cooking
	  • availability of supplies.
	• Type of food is selected from the full range of options available.
	• Menus are nutritionally balanced.

2 Store and maintain campsite food and beverages	• Appropriate storage equipment is selected and correctly used. • Food and beverages are safely and hygienically stored in accordance with requirements for particular types of food. • Quality of food and beverages is monitored throughout the tour and adjustments to storage made accordingly.

| 3 | **Prepare and serve meals** | • Food preparation equipment is prepared for use and checked for cleanliness.
• Water is treated where appropriate to ensure suitability for human consumption.
• Food preparation techniques are correctly and safely used including:
  • washing and peeling
  • cutting
  • slicing
  • dicing.
• A range of cooking methods are correctly used to prepare meals including:
  • barbecuing
  • roasting
  • frying
  • grilling
  • boiling.
• Meals are prepared for customers at the appropriate times and within accepted timeframes.
• Food is hygienically served to customers in accordance with individual preferences. |
| 4 | **Clear and clean catering equipment** | • Utensils and equipment are cleared and cleaned in a safe, hygienic and environmentally sound manner.
• Remaining food stuffs are safely and hygienically disposed of or stored. |

Range of Variables

- This unit applies to the tour operations sector of the tourism industry.

- Food and beverages may be:
    - fresh
    - frozen
    - dehydrated
    - canned
    - convenience
    - long life.

- Storage may involve:
    - refrigeration
    - ice boxes
    - dry goods storage containers.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:

  general principles of nutrition (in relation to providing a balanced diet for customers)

  general food preparation and cooking techniques that are commonly used in a campsite environment

  common campsite catering equipment

  hygiene issues of specific relevance to campsite catering.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated camping environment where a range of commonly used campsite catering equipment is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:

  ability to safely and hygienically prepare food in a campsite environment for a group of people using a range of common preparation and cooking techniques

  knowledge of general nutritional principles and the range of food options available for campsite catering.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  THHGHS01A Follow Workplace Hygiene Procedures.

- There is also a strong link between this unit and the unit THTFTO03A Select and Operate a Campsite.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTFTO05A

Operate Tours in a Remote Area

Unit Descriptor	This unit deals with the skills and knowledge required to operate any style of tour in a remote area.

Element

Performance Criteria

1 Use bushcraft/survival techniques

- Bushcraft/survival techniques are employed in remote areas when required in relation to:
  - water
  - food
  - shelter
  - map reading/navigation
  - signalling for help/rescue.
- Where appropriate, bushcraft knowledge is shared with customers and used to enhance the overall tour experience.

2 Operate remote area communications equipment

- Communications equipment is correctly operated at the appropriate times and in accordance with enterprise procedures/safety requirements.
- Messages are relayed and received using established communication protocol and the phonetic alphabet.

3 Handle first aid situations in a remote area

- First aid equipment and supplies are selected/accessed prior to tour departure in accordance with the needs of specific tours.
- Emergency situations are promptly recognised.
- Situations are assessed and a decision promptly made regarding action required, depending upon:
  - seriousness of the patient's condition and need for specialist assistance
  - proximity to sources of assistance
  - need for evacuation.
- An action plan is communicated effectively to appropriate colleagues/customers and implemented without delay.
- Where appropriate, treatments are applied in accordance with enterprise policy on provision of first aid and recognised first aid procedures.
- Incident reports are made/documented in accordance with enterprise procedures and insurance requirements.

Range of Variables

- This unit applies to the tour operations sector of the tourism industry, and by extension to tour guides.

- Tours may include but are not limited to:
    walking tours

    4WD tours

    fishing tours

    any outdoor activity.

- First aid situations in a remote area that may occur over and above general first aid situations may include but are not limited to:
    heat exhaustion and heat stroke

    hypothermia

    dangerous bites or stings.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following area is required:

    bushcraft and survival techniques

    remote area first aid kits and techniques

    remote area communication methods and equipment

    problem solving in specific relation to the operation of tours in a remote area.

- Completion of an accredited first aid course is a prerequisite for this unit.

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. Simulations should take place in a remote area to allow the candidate to demonstrate competence. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:

    ability to apply bushcraft/survival techniques in a remote area

    ability to use remote area communications equipment

    ability to effectively assess and respond to a range of possible emergency situations

    ability to integrate general problem solving skills with the technical skills required for operation of tours in a remote area

    knowledge of equipment and supplies needed for remote area touring.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
    THHGHS03A Provide First Aid.

- There is also a strong link between this unit and other tour operations/guiding units.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

FIELD AND ON SITE OPERATIONS
MEETINGS & EVENTS

Unit THTFME01A

Co-ordinate Guest/Delegate Registrations at Venue

Unit Descriptor	This unit deals with the skills and knowledge required to co-ordinate the on-site registration of guests/delegates at a meeting or event.

Element	Performance Criteria
1 Prepare for registration	• All materials and equipment required for registration are prepared and checked prior to the meeting/event. • Arrangements for set up of registration area are checked and confirmed with the venue in accordance with agreed procedures. • Access details are confirmed with the venue.
2 Set up registration area	• Registration location and set up are checked in accordance with pre-arranged requests to venue. • Set up is checked to ensure safety of guests/delegates and colleagues including those with disabilities. • Signage is erected as per agreed requirements. • Equipment is installed and its working order is checked prior to commencement of meeting/event. • Materials are prepared and appropriately positioned within the registration areas including the following as appropriate: • name tags • delegate kits • stationery • spare supplies • delegate reports. • Where appropriate, familiarisation of the venue is undertaken.

3   Process registrations

- Guests/delegates are welcomed in a courteous and friendly manner.
- Details are checked and recorded in accordance with agreed registration procedures including the following as appropriate:
  - payment status
  - accommodation details.
- Discrepancies are identified and actioned with minimum disruption to the guest/delegate including:
  - on-site registrations
  - incorrect names.
- No shows are accurately recorded.
- Guests/delegates are accurately advised on features of the meeting/event and venue and provided with appropriate materials.

Range of Variables

- This unit applies to any sector of the industry where on-site registration for meetings and events is required.

- Registration materials and equipment may include but are not limited to:
  - computer
  - guest/delegate lists
  - delegate kits
  - promotional display materials
  - name tags
  - stationery
  - signage
  - cash float.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - materials and equipment used for meeting/event registration
  - typical registration procedures for a range of meetings/events
  - safety/risk issues associated with meetings/events.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated event or meeting with commonly used registration facilities and equipment. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - knowledge of registration procedures as they apply to a range of meeting and event styles
  - ability to prepare registration materials, set up a registration area and efficiently process registrations within enterprise acceptable timeframes.

Linkages to Other Units:

- There is a strong link between this unit and the following unit:
  - THTSOP06A Receive and Process Reservations.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTFME02A

Provide On-Site Meeting/Event Management Services

Unit Descriptor	This unit deals with the skills and knowledge required to manage the actual preparation, set up and operation of a meeting or event.

Element	Performance Criteria

1 Prepare for on-site management	• Plans are developed for on-site management in accordance with agreed procedures for meeting/event.
	• Final arrangements for all aspects of the meeting/event are checked.
	• Materials are created/collated to facilitate effective on-site management including:
	  • running sheet
	  • copies of agreements with all suppliers
	  • contact numbers for all suppliers.
	• Operational staff are briefed prior to the meeting/event.

2 Oversee meeting/event set up	• Contact is established with nominated supplier personnel at the appropriate time and requirements are reconfirmed/agreed.
	• Where necessary, adjustments are made and agreed with the supplier.
	• All aspects of set up are checked in accordance with pre-arranged agreements including:
	  • availability of all materials and equipment
	  • room set ups
	  • staging
	  • technical equipment
	  • display and signage
	  • food and beverage arrangements
	  • registration areas.
	• All aspects of set up are checked to ensure safety of guests/delegates and colleagues including those with disabilities.
	• Deficiencies and discrepancies are promptly identified and action taken to rectify the situation.
	• Where appropriate, additional on-site staff are fully briefed on required details of the meeting/event operation.

3	**Monitor meeting/event operation**	• Sessions and activities are monitored throughout the meeting/event. • Problems are promptly identified and action taken to resolve the situation. • Additional requirements are identified and promptly organised. • Liaison with customer is undertaken throughout the meeting/event to ensure it is progressing to their satisfaction. • Liaison is undertaken with all suppliers on an ongoing basis to ensure effective delivery of services.
4	**Oversee meeting/event breakdown**	• Break down of meeting/event is overseen in accordance with agreements. • Materials and equipment are packed and removed in accordance with agreements. • The venue is checked to ensure items and belongings are not left behind. • Where appropriate, de-briefing is held with suppliers. • Accounts are checked and signed in accordance with supplier agreements. • Outstanding items for action are noted for further action.

Range of Variables

- This unit applies to all sectors where meetings and events are conducted.

- Suppliers may include but are not limited to:
  - venues
  - speakers
  - staging and audio visual suppliers
  - display suppliers
  - caterers
  - entertainers
  - equipment hire companies.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - meetings management procedures and systems
  - planning and organisation in specific relation to on-site activities
  - problem solving
  - negotiation skills in specific relation to on-site activities
  - safety and risk issues to be assessed by on-site managers.

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 simulated meeting or event. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must take allow the candidate to address the monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to manage the on-site operation of a meeting or event including all aspects of preparation, set up, operation and move out
  - knowledge of the range of issues and problems that may arise during the conduct of meetings/events.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THTPPD11A Develop and Implement Meeting/Event Management Systems.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

FIELD AND ON SITE OPERATIONS
GUIDING

Competency Standards

Unit THTFTG01A

Work as a Guide

Unit Descriptor	This unit deals with the skills and knowledge required to ensure effective performance as a guide.

Element | **Performance Criteria**

1 Work as a guide

- Day to day work activities take account of the roles of different types of guides and their relationships with different industry sectors.
- Information sources and contacts within the sector are identified and accessed when required.
- Industry knowledge is used to enhance the quality of guiding services provided.
- Industry and guide networks are used as required.

2 Guide tours according to legal, ethical and safety requirements

- Day to day guiding activities are conducted in accordance with the legal requirements governing the industry.
- Tours are guided according to the general ethics of guiding and the specific ethical considerations for particular tours.
- Tours are guided according to safety requirements and in a manner which minimises risk to customers and colleagues.

3 Develop guiding skills and knowledge

- A range of opportunities is used to update the knowledge and skills required by guides.
- Sources of assistance and support for guides are identified and accessed when required.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- General and specific ethical considerations may include but are not limited to:
  - truth and honesty regarding all information given to customers
  - provision of services as promoted
  - ethical dealings with local communities
  - relationships with industry colleagues, customers and suppliers
  - cultural considerations
  - environmental considerations and sustainable practice.

- Opportunities to update knowledge and skills may include but are not limited to:
  - industry seminars
  - training courses
  - familiarization tours
  - participation in guide association activities
  - formal and informal research.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - general knowledge of the tourism industry and the tour operations/wholesaling sector
    - roles and responsibilities of different types of guides
    - legal and liability issues affecting guiding operations including:
        - consumer protection laws
        - licensing
        - public liability
        - environmental legislation
    - safety issues affecting guiding operations.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment could include oral questioning, written tests, research or projects.

Critical Aspects of Assessment:

- The specific focus of this unit will depend upon the area of guiding.

- Look for:
    - broad knowledge of guiding plus a more detailed knowledge of the issues which relate to the specific guiding context.

Linkages to Other Units:

- There is a link between this unit and all other guiding units.

- Combined training/assessment may be appropriate.

- This unit could also be delivered/assessed as an extension of unit THTTCO01A Develop and Update Tourism Industry Knowledge.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	1
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	-
Solving Problems	1
Using Technology	2

Unit THTFTG02A

Offer Arrival and Departure Assistance

Unit Descriptor	This unit deals with the skills and knowledge required to offer arrival and departure assistance, generally between transport terminals and accommodation.

Element

Performance Criteria

1 Conduct arrival transfers for visitor groups or individuals

- Customer arrival information is checked and noted accurately, with prompt implementation of any action required to deal with alterations in schedule.
- Transport is confirmed for the correct time and place with transport supplier.
- Identification techniques are employed in a manner which allows customers to locate the guide at the transport terminal.
- Available terminal facilities are correctly and fully utilised to assist in meeting customers.
- Passenger lists are written accurately and legible to record arrivals, no-shows and other comments.
- Arrangements for the transport of baggage from the terminal is established prior to the arrival of the customer.
- Checking procedures are used and the correct number of baggage pieces is transported.
- In the case of lost baggage, established procedures are promptly and correctly followed.

2 Deliver arrival information to visitors

- Customers are greeted in a manner which encourages positive feelings of goodwill towards the guide, the company, Australia in general and the region.
- Customers are given correct and adequate information and advice in the following areas as appropriate:
  - general welcome and introduction
  - details of transfer procedures
  - details of forthcoming tour arrangements
  - local time
  - money exchange rates and facilities
  - tipping
  - accommodation facilities
  - geography of hotel and immediate vicinity
  - overview destination information.

3	**Check in groups and individuals at accommodation**	• Customers are briefed on accommodation check-in procedures to minimise confusion and time delay on arrival at accommodation venue. • Customers are offered friendly and efficient assistance to facilitate accommodation check-in. • The guide liaises with accommodation staff during check in to minimise any communication difficulties between customers and accommodation staff.
4	**Conduct departure transfers for groups and individuals**	• Departure details are verified with carriers prior to commencement of transfer, and action is implemented according to a contingency plan if changes in schedule or other problems occur. • Customers are organised for departure from hotel in a manner which minimised disruption in the hotel lobby. • Passenger lists are used to accurately check details of all departing passengers. • Baggage is checked prior to departure using procedures which ensure that no items are left behind. • Customers are advised to check belongings for hotel keys, items left in hotel safety deposit boxes, tickets and passports. • Where appropriate customers are correctly advised of procedures regarding departure tax, duty free requirements, outgoing passenger cards and general procedures which apply to departure from transport terminal. • Feedback on products and services is courteously obtained from customers and accurately relayed to the company. • Established procedures are correctly employed to facilitate orderly and efficiently check in at transport terminal.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- Transport terminals may include but are not limited to:
  - airports
  - bus and coach terminals
  - train stations
  - shipping ports.

- Accommodation may include but is not limited to:
  - hotels
  - guesthouses
  - motels
  - resorts
  - bed & breakfast
  - caravan parks
  - camping grounds.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - transport terminal facilities and procedures
  - baggage procedures
  - interpretation of standard customer travel documentation
  - microphone usage (for coach transfers).

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Simulations should take place in the workplace environment and this will require access to transport, transport terminals/facilities and accommodation venues. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at terminal and accommodation venues
  - effective communication of information
  - familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and customers. The focus of this range will vary depending upon the industry sector and workplace.

Linkages to Other Units:

- There is a link between this unit and all other guiding units.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Communicating Ideas and Information	2
Collecting, Organising & Analysing Information	1
Planning and Organising Activities	1
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTFTG03A

Develop and Maintain the General Knowledge Required by Guides

Unit Descriptor	This unit deals with the skills and knowledge required to research information – a skill needed by all guides. It highlights the need for on-going research to update and expand the guide's knowledge.

Element	**Performance Criteria**
1 **Research information**	• Information sources frequently used by guides are accurately identified and accessed. • The credibility and reliability of information sources is evaluated. • Information is obtained in a culturally and environmentally-appropriate way. • Information is assessed and selected according to the needs of existing and potential customers. • Where appropriate, personal reference materials are created and updated in a filing system which allows quick, efficient access.

2 **Develop and maintain general knowledge**	• Informal and formal research is used to update general knowledge of:
	   • Australia
	   • the local region
	   • current events of interest to visitors
	   • local facilities.
	• New knowledge is incorporated into guiding activities in a culturally-appropriate way.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- Informal and formal research may include but is not limited to:
  - talking and listening to local experts
  - talking and listening to traditional owners
  - personal on site observation/exploration
  - organising information from own memory and experiences
  - watching TV, videos and films
  - listening to radio
  - reading newspapers, books and other references
  - internet
  - industry association membership.

- Knowledge and information may include but is not limited to:
  - general information on Australia or local/regional information such as:
    - climate
    - geography
    - flora and fauna
    - history - indigenous, non-indigenous, natural
    - cultural elements including popular culture
    - heritage
    - government and politics
    - economy
    - education
    - food
    - lifestyle
    - shopping
    - local industry
    - local customs
  - practical and operational information about the tour:
    - features at particular tour stops
    - location of facilities such as banks, toilets, restaurants etc
    - optional activities
    - cultural considerations.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - research skills
  - general knowledge of Australia and local region.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - general knowledge of Australia and the region in question
  - ability to source and update information on a range of topics appropriate to the sector or workplace.

- The knowledge focus of this unit will vary according to the industry sector and individual workplace.

Linkages to Other Units:

- This unit underpins effective performance in all other guiding units.

- Combined delivery/assessment may be appropriate especially with units such as:
  - THTFTG06A Prepare and Present Tour Commentaries
  - THTFTG07A Research and Share General Information on Aboriginal and Torres Strait Islander Culture
  - THTFTG09A Present Interpretive Activities
  - THTFTG10A Develop Interpretive Content for Ecotourism Activities.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	-
Solving Problems	1
Using Technology	2

Unit THTFTG04A

Co-ordinate and Operate a Tour

Unit Descriptor	This unit deals with the skills and knowledge required to run a tour which includes multiple products and services from the perspective of the guide.

Element   **Performance Criteria**

1   Plan tour operation
- Operation of the tour is planned in accordance with briefing or documentation from the tour operator.
- •Planning takes account of the following factors:
  - type of customers
  - customer special needs
  - size of tour group
  - length of tour
  - specific itinerary requirements
  - special requests
  - style of commentary required
  - location of tour
  - climate
  - equipment and resources required
  - environmental and cultural considerations
  - language considerations.
- Tasks are prioritised and actioned.

2   Brief customers
- Customers are welcomed to the tour and briefed on practical tour issues including:
  - tour itinerary including route, schedule and highlights
  - health and safety procedures
  - local regulations
  - specific site procedures
  - procedures at tour stops
  - any group rules and regulations
  - cultural considerations
  - environmental considerations
  - special customs or codes of behaviour.

3	**Liaise with industry colleagues**	• Smooth running of the tour is achieved through liaison with the following industry colleagues as appropriate:
		  • host communities
		  • coach drivers
		  • tour managers
		  • local guides
		  • airlines
		  • tour operators
		  • product suppliers (hotels, restaurants, attractions, retail locations)
		  • land managers and other statutory authorities
		  • tour company office.
		• Requests from industry colleagues are actioned promptly and willingly wherever possible.
		• Assistance, when required, is requested politely
		• Agreements are made about individual and joint responsibilities during the tour.
		• Forward confirmations and bookings with suppliers are made in an accurate and timely manner.
		• Documentation from other organisations is correctly interpreted and applied.

4	**Manage the itinerary**	• The tour is conducted to schedule and includes all features as set down in the itinerary. • Customers are advised courteously and sensitively about unavoidable changes to itinerary. • Where necessary, the itinerary is promptly re-planned with minimum disruption to customers and to meet customer needs. • The itinerary is re-planned to ensure all purchased inclusions or their equivalents are delivered. • Industry colleagues and suppliers affected by changes are advised according to company procedures. • When itinerary delays occur, contact is maintained with those fixing the problem, and negotiation techniques are used to minimise time delay and negative impact on customers. • Customers are kept accurately informed of reasons for delays and the actions being taken to manage the delay. • Product suppliers affected by delays are promptly informed.

5	**Provide general information and assistance**	• Information and assistance are provided to customers to enhance enjoyment of the tour including information about:
		  • local events and activities
		  • options for free time activities
		  • general directions
		  • local facilities.

6	**Deal with unexpected events**	• When unexpected events occur, contingency plans are implemented without delay. • The situation is quickly assessed and appropriate action is promptly taken. • In the case of accidents or where safety of customers or colleagues may be threatened, company procedures are strictly followed. • Sources of assistance are promptly identified and accessed. • The tour is amended to minimise impact on customer enjoyment.
7	**De-brief tour**	• Accurate and complete tour reports are provided according to company guidelines. • Customer comments and feedback are accurately and promptly reported to the company. • Information and feedback to assist with future tour improvements are provided to the company.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- This unit covers all the different types of tours which include multiple products and services including:
  - half and full day tours
  - extended tours
  - city or rural tours
  - cultural
  - ecotours
  - adventure tours
  - special interest tours.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - general tourism industry knowledge
  - industry confirmation and booking procedures
  - legal and liability issues affecting guides
  - tour planning and management
  - communication skills
  - problem solving.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. The simulation must cover both tour planning and implementation and include opportunities to apply problem solving and contingency management skills. This should be supported by a range of methods to assess underpinning knowledge. Access to all resources for the running of a tour is required.

Critical Aspects of Assessment:

- Look for:
  - ability to plan and operate a tour which comprises multiple products and services (must be a fully simulated tour situation)
  - knowledge of the range of potential 'on tour' situations and problems that may arise. The focus of this range will vary according to the sector in which the guide operates
  - ability to effectively respond to potential 'on tour' situations.

Linkages to Other Units:

- There is a strong link between this unit and other guiding units.

- Combined delivery/assessment may be appropriate especially with units such as:
  - THTFTG05A Lead Tour Groups
  - THTFTG11A Manage Extended Touring Programs.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	2

Unit THTFTG05A

Lead Tour Groups

Unit Descriptor	This unit deals with the skills and knowledge required to undertake the group co-ordination role played by the guide.

Element	Performance Criteria
1 Co-ordinate group movements	• The importance of keeping the tour on schedule is fully conveyed to the tour group.
	• The schedule is maintained by the entire group wherever possible.
	• Techniques are used promptly to attract group attention when required.
	• The group is fully advised of procedures which assist in causing minimum disruption and disturbance to:
	• other tour members
	• host communities
	• the environment.
	• Physical movement of the groups is completed in an orderly manner.
	• Customers are advised of appropriate procedures if they become separated from the group.
	• Group instructions are given in a manner and pace appropriate to the particular group.
	• Customers are encouraged to seek clarification of instructions where necessary.
2 Encourage group morale and goodwill	• Techniques are used to build group cohesion during the tour.
	• Balance between the needs of individuals and the group is taken into consideration.
3 Deal with conflicts and difficulties	• Potential for conflict is quickly assessed and appropriate action is taken to prevent and/or resolve the conflict.
	• Appropriate action is taken to deal with difficult tour members.
	• Action is taken in a manner likely to optimise the goodwill and morale of the group.
	• Procedures for controlling drug or alcohol-affected customers are accurately followed according to company guidelines and legal requirements.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- Conflicts and difficulties may include but are not limited to:
  - personal conflict between customers
  - dominant or disruptive customers
  - negative customers
  - sub groups or 'cliques' within the group
  - perception of favoritism by guide
  - dissatisfaction with the tour.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - communication and leadership skills
  - conflict resolution
  - group management and dynamics.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Simulation should reflect the workplace and include a range of people management situations that may arise during the conduct of tours. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to use techniques to build group cohesion
  - knowledge of the range of 'people management' issues which could arise during group tours. The focus of this range will vary according to the sector in which the guide operates
  - ability to use techniques to respond to 'people management' problems and issues.

Linkages to Other Units:

- There is a strong link between this unit and other guiding units.

- Combined delivery/assessment may be appropriate especially with units such as:
  - THTFTG04A Coordinate and Operate a Tour
  - THTFTG11A Manage Extended Touring Programs.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THTFTG06A

Prepare and Present Tour Commentaries

Unit Descriptor	This unit deals with the skills and knowledge required to prepare and present a commentary to customers. There is a very strong link between this unit and THTFTG09A Present Interpretive Activities.

Element	**Performance Criteria**
1 Prepare information for delivery to customers	• Information is selected and prepared to meet the needs of customers according to: • geographic origin • cultural background • age • educational level • special interests • requested coverage. • Information is selected and organised according to the tour route and itinerary. • Where commentary is to be presented during an extended tour, themes and information are consistent but not repetitive. • Commentary is constructed following established procedures to facilitate ease of delivery and appropriate timing for delivery of information.
2 Present commentary to customers	• Information presented is current, accurate and relevant. • The depth and breadth of the information presented is appropriate for specific customer needs. • Presentation shows appropriate cultural and social sensitivity. • Presentation combines entertainment and learning. • Language used is appropriate for the customer group. • Presentation techniques are used to enhance customer enjoyment including as appropriate: • humour • body language • voice techniques • story telling and anecdotes. • Equipment is correctly used during presentation.

3	**Interact with customers**	• Customer participation is encouraged.
		• Questions and feedback are invited from customers.
		• Questions are answered courteously and correctly and, if required, the whole group is involved by repetition of the question and delivery of answer audible to all.
		• Where the answer to a question is unknown, an offer is made to supply the answer at a future time or the customer is referred to another information sources.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- Commentaries may include, but are not limited to:
  - General information on Australia or local/regional information such as:
    - climate
    - geography
    - flora and fauna
    - history
    - culture
    - heritage
    - government and politics
    - education
    - food
    - lifestyle
    - shopping
    - local customs
    - specific tour features and locations.

- Practical and operational information about the tour may include but is not limited to:
  - features at particular tour stops
  - location of facilities such as banks, toilets, restaurants etc
  - optional activities.

- Equipment may include but is not limited to:
  - microphone
  - audio visual equipment
  - videos
  - props.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - presentation skills
    - knowledge of subject matter being presented.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Simulation should be conducted in an environment where commentaries are actually presented and resources are available. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to select and prepare commentary information to meet a specific need
    - ability to use appropriate presentation techniques in the delivery of a commentary.

Linkages to Other Units:

- There is a strong link between this unit and a range of other guiding units.

- Combined delivery/assessment may be appropriate especially with units such as:
    - THTFTG03A Develop and Maintain the General Knowledge Required by Guides
    - THTFTG09A Present Interpretive Activities.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2

Unit THTFTG07A

Research and Share General Information on Aboriginal and Torres Strait Islander Culture

Unit Descriptor	This unit deals with the skills and knowledge required to research and share information about Aboriginal and Torres Strait Islander societies which is generally available, in a culturally appropriate way. The unit recognises that there is no single Aboriginal and Torres Strait Islander culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Aboriginal and Torres Strait Islander cultures.

Element	Performance Criteria
1 **Research general information on Aboriginal and Torres Strait Islander Societies**	• Sources of information about Aboriginal and Torres Strait Islander societies are correctly identified. • Where appropriate, written sources of information are accurately interpreted and the required information is extracted and checked with local communities prior to use. • Other information sources are accessed in a culturally appropriate way. • Appropriate community members are contacted and guidance is sought on how information should be used in a tourism context. • When seeking information, behaviour shows respect for local Aboriginal and Torres Strait Islander culture and customs and correct protocol is followed. • Knowledge gained is shared with work colleagues to increase cultural awareness and understanding in the organisation.

2	**Share general information with customers on Aboriginal and Torres Strait Islander societies**	• All information shared with customers is accurate. • Information includes reference to the diversity of Aboriginal and Torres Strait Islander societies. • Information is shared in a manner which shows respect for local community values and customs. • Information is shared in a manner which enhances customer understanding of Aboriginal and Torres Strait Islander societies. • Customer questions are answered in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers.

THT 98 Tourism Training Package
© Australian National Training Authority

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- In this unit, information refers to the range of information that is generally available.

- Research may include but is not limited to:
  - talking and listening to Aboriginal and Torres Strait Islander people
  - organising information from personal memory and experiences
  - watching TV, videos and films
  - listening to radio
  - reading books and other references
  - internet
  - museum research.

- Information may be about:
  - Aboriginal and Torres Strait Islander countries across Australia
  - specific Aboriginal and Torres Strait Islander countries.

- Information may cover but is not limited to the following topics:
  - history, pre and post European contact
  - traditional life and culture
  - contemporary indigenous life and culture
  - art and music
  - dance
  - bushcraft/bushfood/bush medicine
  - tools and implements
  - land ownership
  - cultural sites.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - methods of researching and recording information generally available about Aboriginal and Torres Strait Islander societies
  - protocols for sharing information about Aboriginal and Torres Strait Islander societies
  - copyright and intellectual property issues
  - communication skills, including cross cultural skills and awareness of communication from an indigenous perspective.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - knowledge of the protocols that apply to researching and sharing information generally available about Aboriginal and Torres Strait Islander cultures
  - ability to research and share information in a culturally appropriate way
  - general knowledge of Aboriginal and Torres Strait Islander cultures as appropriate to the region.

- Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

- Delivery/assessment in this unit should involve appropriate people accepted by the local community.

Linkages to Other Units:

- There is a strong link between this unit and a range of other guiding and tour operations units.

- Combined training/assessment may be appropriate especially with units such as:
  - THTFTG08A Interpret Aspects of Local Aboriginal and Torres Strait Islander Culture
  - THTFTG06A Prepare and Present Tour Commentaries
  - THTFTG09A Present Interpretive Activities
  - other guiding and tour operations units.

Competency Standards

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	2

Unit THTFTG08A

Interpret Aspects of Local Aboriginal and Torres Strait Islander Culture

Unit Descriptor	This unit deals with the skills and knowledge required to interpret different aspects of local Aboriginal and Torres Strait Islander cultures in a tourism context. This unit focuses on an in-depth interpretation of a specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from Unit THTFTG07A.
	The unit recognises that there is no single Aboriginal and Torres Strait Islander culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

Element

Performance Criteria

1   Consult with the local community

- Appropriate community members are consulted about cultural tourism activities including:
  - information which can be shared
  - who can give information to whom
  - who can receive the information
  - what activities are appropriate and who should be involved.
- Tourism activities are planned and conducted in accordance with the needs and wishes of the local community.

| 2 | **Interpret aspects of Aboriginal and Torres Strait Islander culture for customers** | • Cultural aspects are interpreted for customers to the level of depth which is appropriate for the guide and the particular customer.
• Cultural interpretation takes account of any copyright and intellectual property requirements.
• Customers are briefed on culturally appropriate behaviour.
• Customers are made aware of copyright and intellectual property issues which may affect their own future behaviour.
• Individual guide behavior during activities shows respect for Aboriginal and Torres Strait Islander culture and values.
• Where appropriate, traditional and contemporary practices are shown to customers in a manner which enhances their understanding of Aboriginal and Torres Strait Islander culture.
• Where appropriate, local language is used correctly and shared with customers.
• Where appropriate, customers are invited to actively participate and share in the cultural experience. |

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- There are many different indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community. It may include but is not limited to:
  - art
  - dance
  - music
  - storytelling
  - tools and Implements
  - bush foods and medicine

- This unit deals with complex and interrelated elements of indigenous culture which are the cultural and intellectual property of specific communities. These may only be interpreted by persons authorised by a local tribal elder, on behalf of their community.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - in-depth knowledge and understanding of Aboriginal and Torres Strait Islander culture as it relates to the region of work
  - protocols for the sharing of information about specific local Aboriginal and Torres Strait Islander cultures
  - copyright and intellectual property issues
  - communication skills, from an indigenous and non-indigenous perspective.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - in-depth knowledge and understanding of Aboriginal and Torres Strait Islander cultures as appropriate to the region
  - ability to provide cultural interpretation for customers in a culturally appropriate and respectful manner.

Competency Standards

- Training and/or assessment in this unit must be conducted by persons approved of by elders of the relevant local community.

- Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

Linkages to Other Units:

- There is a strong link between this unit and a range of other units.

- Combined training/assessment may be appropriate especially with units such as:
  - THTFTG07A Research and Share General Information on Aboriginal and Torres Strait Islander Culture
  - THTFTG09A Present Interpretive Activities
  - THTFTG06A Prepare and Present Tour Commentaries

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	2
Using Technology	2

Unit THTFTG09A

Present Interpretive Activities

Unit Descriptor	This unit deals with the skills and knowledge required to present a range of educational or interpretive activities for different customer groups in all sectors of the tourism industry. It has particular relevance for guides and reflects the importance of interpretation in all tourism activities.
	This unit is closely linked with THTPPD05A which focuses on the development of interpretive activities.

Element	**Performance Criteria**
1 Make preparations for interpretive activity	• Time is allocated for activity preparations.
	• Where appropriate, preparatory research is undertaken and interpretive themes are selected and developed.
	• All required resources and support materials are obtained, checked and assembled.
	• Where appropriate, location is checked for safety, cleanliness and customer comfort.
	• Operational details and timings are confirmed with appropriate colleagues.
	• Customers are welcomed to the activity in a friendly manner and opportunities are taken to interact with customers prior to commencement of the activity.

| 2 | **Present interpretive activity to customers** | Customers are welcomed and provided with information to prepare them for the activity. Material presented is accurate, current, relevant and in a logical order. Interpretive and presentation techniques are used to enhance the understanding and quality of the experience for the customer including as appropriate: interpretive themes humour body language role playing voice techniques story telling games and activities sensory awareness exercises use of visual aids and props. Interpretation combines learning and entertainment Audience participation and interaction is encouraged within safety guidelines. Customer questions are correctly answered in a polite, friendly and welcoming manner. Where the requested information falls outside the individual's area of knowledge, the answer is found from another source or the customer is referred to the other source of information. Presentation of the activity takes account of environmental, cultural and social sensitivities. Educational messages are included in the presentation Interpretive style is adapted to meet the needs of different customer groups. |
| 3 | **Liaise with team members** | Communication with colleagues is maintained on operational and technical aspects to ensure smooth running of the activity as appropriate to the location and circumstances. Assistance is requested and offered to colleagues as appropriate. |

4	**Deal with Unexpected Events**	• When unexpected events occur, contingency plans are implemented without delay.
		• The situation is quickly assessed and appropriate action is promptly taken.
		• Presentation format, order or structure is amended to minimise impact on customer enjoyment.
		• Unexpected events are used constructively and creatively to enhance the experience.
		• Where safety of customers or colleagues may be threatened, organisation procedures are strictly followed.
		• Sources of assistance are promptly identified and accessed.
5	**Wind up the activity**	• The activity is brought to a close in a manner which takes account of the need to leave customers with positive impressions and feelings.
		• Colleagues are informed of completion of activity as required.
		• Resources are made ready for the next customer group or stored as appropriate.
		• Any defects in equipment and resources are recorded and/or reported according to organisation procedures.
		• Activity location and/or resources are prepared for next customer group or closed down according to organisation procedures.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- Activities may include but are not limited to:
  - guided walks
  - guided site activities
  - touring activities.

- One or more activities may be combined in a overall tour program.

- Interpretive activities relate to an enormous range of subjects. A few examples are:
  - wildlife
  - domestic/farm animals
  - birds
  - history and heritage
  - culture
  - art
  - natural environment
  - built environment.

- Resources may include but are not limited to:
  - natural resources
  - microphone
  - AV equipment
  - overhead projector/transparencies
  - video & video monitor
  - slides/slide projector
  - handouts
  - costumes
  - props
  - actors/performers
  - guest speakers
  - special interest organisations.

- Operational details may include but are not limited to:
  - timings
  - final numbers
  - additional information on customers
  - last minute changes

- special requirements.

- Unexpected events may include but are not limited to:
  - systems failure
  - technical/equipment failure
  - injury or accident
  - adverse weather conditions
  - inappropriate customer behaviour
  - unpredictable animal behaviour
  - cultural considerations
  - sudden closures
  - change of access
  - reassessment of customers' physical abilities.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skill in the following areas is required:
  - interpretation principles (from Tilden, Interpreting Our Heritage)
    - interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile
    - information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information
    - interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural
    - the chief aim of interpretation is not instruction, but provocation
    - interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase
    - interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach
  - customer service skills
  - safety procedures
  - emergency procedures
  - technical/equipment procedures
  - presentation techniques
  - creative communication techniques including:
    - story telling
    - role playing
    - games and activities
    - sensory awareness exercises
    - illustrated talks
  - knowledge of subject matter to be presented.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. The simulation should take place in an environment where interpretive activities are actually conducted and appropriate resources are available. This should be supported by a range of methods to assess underpinning knowledge.

Competency Standards

Critical Aspects of Assessment

- Look for:
  - ability to prepare and conduct a complete interpretive activity as appropriate to the industry sector or workplace
  - ability to integrate interpretation principles into the activity
  - ability to use interpretive and presentation techniques.

- Interpretation is an interactive process and assessment should include this aspect.

- This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge should be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of ecoguides and the community recognition of cultural knowledge which exists in Aboriginal and Torres Strait Islander societies.

Linkages to Other Units:

- There is a strong link between this unit and a range of other units.

- Combined delivery/assessment may be appropriate especially with units such as:
  - THTFTG03A Develop and Maintain the General Knowledge Required by Guides
  - THTFTG10A Develop Interpretive Content for Ecotourism Activities
  - THTPPD05A Plan and Develop Interpretive Activities.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	2
Using Technology	2

Unit THTFTG10A

Develop Interpretive Content for Ecotourism Activities

Unit Descriptor	This unit deals with the skills and knowledge required to research and prepare interpretive content for specialist ecotourism activities which focus on areas such as geology, geography, flora and fauna. It incorporates knowledge of biology and ecological principles. In a tourism context this skill should always be combined with interpretive skills which are covered in THTFTG09A Present Interpretive Activities.

Element	**Performance Criteria**
1 Research specialist ecological information	• Research techniques are used to access current, accurate and relevant information on specialist ecological topics. • Subjects of potential customer interest are made the focus of research activities.
2 Prepare interpretive content	• Educational and interpretive themes and messages are identified from research and incorporated into ecotourism activities. • Activities are developed to include focus on the relationship between key themes and other parts of the eco-system. • Content is prepared according to the principles of interpretation. • Activities incorporate biological knowledge and ecological principles. • Themes and activities are generated in accordance with ecotourism codes of practice.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- The focus of specialist ecotourism activities may include the following, however, interpretation should draw out the links between the different components of the ecosystem:
  - Australian geology and physical geography
  - Australian history and human geography
  - Australian flora and fauna
  - preservation and conservation issues
  - fire ecology
  - impact of human history on environment.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - research skills
  - in-depth knowledge of specialist topics
  - ecotourism codes of practice (as per Ecotourism Association of Australia)
  - interpretation principles *(from Tilden, Interpreting Our Heritage)*
    - interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile
    - information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information
    - interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural
    - the chief aim of interpretation is not instruction, but provocation
    - interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase
    - interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach
  - knowledge of environmental best practice and principles
  - knowledge of global and regional environmental issues.

Context of Assessment:

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

Critical Aspects of Assessment:

- The focus of this unit is on specialist ecological knowledge and research skills. Presentation is covered in THTFTG09A Present Interpretive Activities.

- Some individuals may possess qualifications in particular subjects and these should be taken into consideration in the assessment process. Others may have gained their knowledge through life experience.

- Look for:
  - in depth knowledge of the subject area
  - ability to research and apply specialist information to a tourism activity.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THTFTG09A Present Interpretive Activities.

- There is also strong link between this unit and a range of other units.

- Combined training/assessment may be appropriate with those units, including:
  - THTFTG03A Develop and Maintain the General Knowledge Required by Guides
  - THTPPD05A Plan and Develop Interpretive Activities.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	2
Using Technology	2

Unit THTFTG11A

Manage Extended Touring Programs

Unit Descriptor	This unit deals with the skills and knowledge required to manage and co-ordinate an extended touring program of more than one day's duration. It applies to those who lead extended tours both within Australia and overseas. It focuses only on the *additional* skills for extended touring and must be combined with other guiding units such as THTFTG04A Co-ordinate and Operate a Tour. The name of the person who manages extended touring varies according to the industry sector and business - for example tour manager, guide, tour escort.

Element	**Performance Criteria**
1 Manage touring arrangements	• The touring program is conducted according to the agreed itinerary.
	• Operational details are re-confirmed progressively throughout the program.
	• Touring arrangements are re-organised and adjusted when required within the scope of individual responsibility.
	• Major adjustments are made within budget according to controlling office guidelines.
	• Adjustments to touring arrangements are made in the context of the whole program.
	• Ongoing contact is maintained with controlling office and forward suppliers as required.

2	**Liaise and negotiate with others**	• Operational efficiency and customer service levels are maximised by effective liaison and negotiation with all those who contribute to the operation of the program.
		• Negotiations are conducted in a businesslike and professional manner within the relevant cultural context.
		• Negotiations are conducted in the context of the entire touring program.
		• Negotiations are conducted to take account of the overall relationship between the organisation and the other party.
		• Communication/negotiation style is appropriate to the circumstance.
		• Negotiation and communication techniques are used to maximise the chances of an acceptable outcome for all parties.
		• Agreements are noted and confirmed in writing as required.
		• Relevant information is passed to the controlling office.
3	**Develop and maintain group rapport**	• A team spirit is developed and maintained for the duration of the program.
		• Trust and confidence of the group is gained through the demonstration of professional competence and integrity.
		• Leadership and communication skills are used to foster group cohesion.
		• Customer participation and group interaction is encouraged.
		• Potential conflict within the group is promptly identified and assessed, and action taken to resolve the issue(s).

4   Solve problems which arise on tour

- Problems are promptly identified and considered from an operational and customer service perspective in the context of the entire touring program.
- Short term action is initiated to resolve the immediate problem where appropriate.
- Problems are analysed for any long term commercial impact and potential solutions are assessed and actioned.
- A positive image of the organisation and its contracted suppliers is presented at all times.
- Responsibility is taken for resolving the problem within the scope of individual authority.
- The controlling office is consulted as required.
- Follow up action is taken to monitor the effectiveness of chosen solutions.

Range of Variables

- This unit applies to guides working in all sectors of the tourism industry.

- An extended touring program is any tour of more than one day's duration.

- Types of extended touring programs may include:
  - general sightseeing tours
  - ecotours
  - adventure tours
  - cultural and historical tours
  - cruise programs.

- Operational details may include but are not limited to:
  - luggage co-ordination
  - documentation preparation
  - group currency requirements
  - seat rotation
  - check in/check out procedures
  - immigration and customs procedures
  - local touring liaison
  - booking confirmations (transport, accommodation, attractions, tours).

- Re-organisation and adjustment of touring arrangements may include but are not limited to:
  - development of alternative routes
  - re-booking of one or multiples services
  - organisation of new documentation
  - cost re-negotiations.

- Problems may include but are not limited to:
  - unexpected delays
  - passenger sickness, injury and death
  - loss of personal valuables and documents
  - equipment and transportation breakdown
  - lost passengers
  - group conflict or dissatisfaction
  - service complaints
  - poor supplier performance
  - political unrest in area of tour

- inclement weather conditions
- lack of access to tour areas.

- Liaison and negotiation may be with:
  - coach drivers
  - local guides
  - tour leaders accompanying group from home country
  - interpreter guides
  - traditional owners
  - airlines
  - tour operators
  - hotels
  - restaurants
  - attractions
  - retail locations
  - government authorities.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - tourism industry and other networks that affect the role of the tour manager
  - team building
  - leadership and motivation
  - problem solving
  - communication and negotiation.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. The simulation must include opportunities to apply communication, problem solving and contingency management skills over time in realistic workplace situations. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to effectively deal with the range of practical and people related issues which arise during the operation of an extended tour
  - ability to solve problems in a range of different contexts as appropriate to the individual workplace
  - knowledge of a typical range of issues and problems that may arise during extended touring programs.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THTFTG04A Coordinate and Operate a Tour
  - THTFTG05A Lead Tour Groups.

- There is also a strong link between this unit and all other guiding units.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

FIELD AND ON SITE OPERATIONS
ATTRACTIONS AND THEME PARKS

Unit THTFAT01A

Provide On-Site Information and Assistance

Unit Descriptor	This unit deals with the skills and knowledge required to work effectively within an attraction/theme park environment.

Element	**Performance Criteria**
1 **Access and update attraction/theme park information**	• Information is accessed and updated in accordance with enterprise procedures and systems. • Information is incorporated into day-to-day working activities to ensure quality of service and standards within the attraction/theme park. • Information is shared with colleagues to ensure efficiency of operations.

2 **Provide assistance and information**	• Information and assistance needs of different customers are accurately identified, including those with special needs/disabilities.
	• Customers are courteously provided with information and assistance including the following as appropriate:
	  • general information on the attraction
	  • times of activities/events
	  • directions within the venue
	  • facilities for those with special needs.
	• Information and assistance is provided in a manner that takes account of health and safety requirements and enterprise customer service standards.
	• Services within the attraction/theme park are promoted to customers.

Range of Variables

- This unit applies to the attractions/theme parks sector of the tourism industry.

- Information may include but is not limited to:
  - new activities/events
  - new procedures/systems
  - changes within the operation of the attraction/theme park
  - promotional activities
  - new customers/client groups
  - risk management issues/procedures.

- Information could be accessed and updated in a number of ways including but not limited to:
  - staff noticeboards
  - leaflets and brochures
  - team meetings
  - internal newsletters
  - discussions with colleagues.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - sources of customers for an attraction/theme park and the role of attractions/theme parks within the tourism industry
  - relationships between attractions/theme parks and other industries as appropriate to the enterprise (eg entertainment, agriculture, mining etc.)
  - the roles of different departments within an attraction/theme park
  - information systems within attractions/theme parks for both customers and staff.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge. Access to an attraction/theme park site is required.

Critical Aspects of Assessment:

- Look for:
  - knowledge of the role of attractions and theme parks within the tourism industry
  - knowledge of and ability to use information systems within attractions/theme parks
  - knowledge of sources of customers for attractions/theme parks.

Linkages to Other Units:

- This unit underpins effective performance in a large range of other units which apply to attraction/theme park operations.

- Combined training/assessment may be appropriate with any of those units. In particular it could be delivered and assessed with the following units:
  - THTTCO01A Develop and Update Tourism Industry Knowledge
  - THHCOR01A Work with Colleagues and Customers
  - THHGCS01A Develop and Update Local Knowledge.

Key Competencies in this Unit	Level
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	1
Solving Problems	1

Competency Standards

Using Technology	1

Unit THTFAT02A

Monitor Entry to Venue

Unit Descriptor	This unit deals with the skills and knowledge required to monitor an entry area within and attraction or theme park.

Element

Performance Criteria

1   Monitor and maintain access areas to ride/ attraction

- Access areas are checked before operation including:
  - exit and entry locations
  - gates
  - fences
  - barriers
  - signage
  - other items associated with safe operation of the area.
- Access is controlled according to workplace procedures, complying at all times with specific regulations and parameters.
- Access areas are regularly checked for cleanliness, safety and customer comfort.

2   Monitor crowds

- Maximum crowd size is accurately identified according to individual ride requirements.
- Crowd size is monitored to ensure that maximum limited is not exceeded.
- Crowd behaviour is monitored and any problems promptly reported to the appropriate supervisor or security person.

Range of Variables

- This unit applies to the attractions/theme parks sector of the tourism industry.

- Entry areas may include but are not limited to areas for:
  - rides
  - exhibitions
  - games areas
  - show areas
  - pools.

- Types of entry may include but are not limited to:
  - gates – entry and exit
  - informal line/gathering (no structure)
  - queue line
  - queue house
  - bollards
  - turnstile entrance and exit
  - doors – sliding or mechanical opening.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - procedures for monitoring of entry areas as appropriate to the enterprise
  - health and safety implications in the monitoring of entry areas.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where entry areas and crowds may be monitored. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Evidence of competency in this unit may need to be collected on several occasions and over a period of time.

- Look for:
  - knowledge of procedures for monitoring entry areas
  - ability to apply procedures consistently.

Linkages to Other Units:

- There is a link between this unit and many other Attractions/Theme parks units.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THTFAT03A
Conduct Pre-Event Briefing

Unit Descriptor	This unit deals with the skills and knowledge to present information to customers prior to commencement of the ride/show/attraction.

Element	Performance Criteria
1 Provide practical information to customers	• Customers are welcomed to the event. • Customers are provided with comprehensive, accurate and relevant information about the events. • Health and safety requirements are clearly outlined according to enterprise procedures and specific restrictions. • Special requirements/directions are clearly outlined. • Information and advice given, prepares customers for potential environment changes and situations which may occur. • Customer questions are answered in a courteous and friendly manner.
2 Enhance the briefing	• Communication and presentation techniques are used to enhance customer enjoyment of the briefing. • Humour used is appropriate to the customer group. • Language used is appropriate to the customer group. • Personal presentation, appearance and grooming is appropriate to the environment. • Body language is positive and welcoming to the customer. • Briefing shows cultural and social sensitivity. • Technical presentation resources are correctly used.
3 Liaise with team members	• Communication is maintained with other team members/operators to ensure safe and efficient commencement to the event. • Signals are correctly given at the appropriate time. • Assistance is requested and offered to colleagues as appropriate.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Events may include but are not limited to:
  - shows
  - presentations
  - rides
  - demonstrations.

- Types of pre-event briefing may include but are not limited to:
  - safety briefing
  - non-scripted briefing
  - scripted brief
  - crowd information sessions.

- Communication resources may include but are not limited to:
  - microphone
  - loud speaker
  - video presentation
  - monitors
  - actors – scripted show.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competency, evidence of skills and knowledge in the following areas is required:
  - health and safety requirements for specific events/locations
  - emergency procedures for specific events/locations
  - instructions to be given to customers
  - basic presentation techniques.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where events are actually staged. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - knowledge of health, safety and emergency procedures
  - ability to clearly communicate information to customers
  - ability to use simple presentation techniques to enhance briefing
  - ability to work in team.

Linkages to Other Units:

- There is a link between this unit and many other Attractions/Theme Parks units.

- Combined training / assessment may be appropriate especially with units such as:
  - THTFAT04A Operate a Ride Location
  - THTFAT05A Load and Unload a Ride
  - THTFAT06A Maintain Safety in Water-Based Rides.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTFAT04A

Operate a Ride Location

Unit Descriptor	This unit deals with skills and knowledge required to conduct the day-to-day operation of rides within a theme park or attraction.

Element	Performance Criteria
1 **Prepare and inspect ride location**	• The ride area is inspected in accordance with an approved checklist for a specific ride. • Inspection takes place prior to arrival of customers. • General equipment in the ride location is checked to ensure readiness for operation. • Safety equipment is checked to ensure readiness for operation. • The area is checked for cleanliness and standard of presentation, and remedial action promptly taken where appropriate. • General supplies are checked for quantity and quality. • Supplies are ordered according to enterprise procedures.
2 **Inspect rides**	• Rides are inspected daily in accordance with an approved checklist. • Inspection takes place prior to the arrival of customers. • All items are accurately noted according to enterprise procedures. • Discrepancies or irregularities are reported to the appropriate supervisor immediately.
3 **Prepare to operate ride**	• Loading procedures are checked prior to commencement of the ride according to enterprise procedures. • Communication is maintained with the ride loader as appropriate to ensure the ride commences safely.

THT 98 Tourism Training Package
© Australian National Training Authority

4	**Operate and monitor ride**	• Ride procedures are performed correctly, promptly, safely and in accordance with enterprise requirements and procedures.
		• The ride (device) is operated in accordance with specifications and guidelines.
		• Operator controls are monitored continuously during the operation of the ride.
		• The ride is observed continuously whilst in operation.
		• Action undertaken in response to observations made during the ride, conforms to enterprise procedures.
		• Emergency procedures are carried out strictly according to enterprise and specific ride procedures.
		• Customers are treated in a friendly and courteous manner throughout the ride.
		• Quality control issues or problems identified during the ride are immediately communicated to the appropriate supervisor for action.
5	**Close down ride**	• Close-down procedures are commenced when all customers have left the ride location.
		• The ride is closed down following enterprise procedures for the specific ride.
		• Close-down is documented according to enterprise procedures.
		• Any defects or deficiencies are correctly identified, documented and immediately reported to the appropriate supervisor for action.
6	**Close and secure ride**	• All areas of the ride are checked according to enterprise guidelines.
		• Location is cleaned in readiness for the next operation.
		• Equipment is made ready for the next operation.
		• The ride location is secured according to enterprise procedures.
7	**Prepare ride documentation and reports**	• Issues and events requiring documentation are promptly and accurately identified.
		• Accurate and comprehensive notations are made according to enterprise procedures.
		• Reports and documentation are accurately completed within required timeframe.
		• Reports and documentation are forwarded to the appropriate area within the required timeframe.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Rides may include but are not limited to:
    - mechanical
    - computerised
    - manual
    - water-based
    - animal rides.

- Checklists for rides may include but are not limited to:
    - mechanical components
    - restraints, seating, harnesses
    - mounts
    - couplings and chains
    - fibreglass and metal
    - overall structure.

- General equipment may include but is not limited to:
    - booth area
    - chairs
    - water cooler
    - cleaning equipment
    - microphone
    - signage.

- Safety equipment may include but is not limited to:
    - signage
    - health and safety restriction signs and monitors
    - telephone
    - fire extinguisher
    - life preservers
    - safety ropes
    - communication devices
    - emergency stop buttons and apparatus relevant to ride.

- Ride location may include the following:
  - perimeter
  - walk ways
  - gates
  - queue house
  - bridges
  - ramps
  - fences
  - barriers
  - netting.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skill in the following areas is required:
  - health and safety procedures for specific rides

  - emergency procedures for specific rides

  - technical/equipment procedures for specific rides

  - types of documentation and reports to be completed in ride operations.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where access to rides and ride equipment is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the operation of a range of rides. The focus of this range will vary according to the particular workplace. This may involve collection of evidence over a period of time or on a number of occasions.

- Look for:
  - ability to follow consistently, procedures in ride operations to ensure safety of customers and colleagues

  - understanding of the health, safety and emergency issues associated with ride operations.

Linkages to Other Units:

- There is a link between this unit and many other Attractions/Theme Parks units.

- Combined training/assessment may be appropriate especially with units such as:
  - THTFAT03A Conduct Pre-Event Briefing

  - THTFAT05A Load and Unload a Ride

  - THTFAT06 Maintain Safety in Water-Based Rides.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2

Using Technology	1

Unit THTFAT05A

Load and Unload a Ride

Unit Descriptor	This unit deals with the skills and knowledge required to apply the procedures for loading and unloading rides.

Element	**Performance Criteria**
1 Load ride	• Loading procedures are performed correctly, safely, promptly and in accordance with enterprise requirements and procedures. • The ride is loaded to the maximum number of persons approved to ride. • All riders are checked to ensure they are secure in accordance with the requirement of the ride. • Riders are directed to secure any articles which may become loose while riding. • Customers are treated in a courteous and friendly manner during loading. • All load requirements are checked prior to the start of the ride.
2 Observe ride	• The ride is continuously observed once in cycle in accordance with directed safety procedures. • Quality control issues or problems which are identified during the ride are communicated immediately to the appropriate supervisor for action.
3 Unload ride	• Unloading commences at the appropriate time once the ride is fully completed. • Unloading procedures are performed correctly, safely, promptly and in accordance with enterprise requirements and procedures. • Customers are unloaded from the ride in a courteous and friendly fashion.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Ride/attraction may be:
  - mechanical
  - computerised
  - manual
  - water-based activities
  - animal rides & exhibits
  - shows.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence evidence of skills and knowledge in the following areas is required:
  - health and safety procedures in specific relation to loading and unloading of rides

  - emergency procedures for specific rides

  - specific ride instructions.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where access to rides and ride equipment is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the operation of a range of rides. The focus of this range will vary according to the particular workplace. This may involve collection of evidence over a period of time or on a number of occasions.

- Look for:
  - ability to follow consistently, procedures in loading and unloading rides to ensure safety of customers and colleagues

  - understanding of the health, safety and emergency issues associated with ride operations.

Linkages to Other Units:

- There is a link between this unit and many other Attractions/Theme Parks units.

- Combined training/assessment may be appropriate especially with units such as:
  - THTFAT03A Conduct Pre-Event Briefing

  - THTFAT04A Operate a Ride Location

  - THTFAT06 Maintain Safety in Water-Based Rides.

Key Competencies in this Unit	Level
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 THTFAT06A

Maintain Safety in Water-Based Rides

Unit Descriptor	This unit deals with skills and knowledge required to deal with the special safety issues to be considered in water-based rides and activities.

Element	Performance Criteria
1 Monitor safety around water	• Surveillance of water areas is continuously maintained. • A replacement is obtained when it is necessary to leave the water area. • Water areas are kept free from hazards at all times. • Customer behaviour is monitored continuously to ensure compliance with safety requirements, including wearing of safety garments. • Dangerous or unsafe behaviour is promptly identified. • Customers are firmly but courteously requested to change behaviour where it poses a threat to themselves, other guests or staff. • Assistance in controlling customer behaviour is sought from a supervisor or security as appropriate.
2 Assist and rescue customers	• Persons in distress or danger are promptly identified. • Assistance is given and rescue carried out as required. • Equipment is correctly used.
3 Provide emergency care	• Emergency situations are quickly and correctly recognised and assessed. • Emergency procedures are implemented. • Emergency care techniques are correctly applied. • Assistance from emergency services/colleagues/ customers is gained where appropriate.
4 Provide reports on emergencies	• Emergency situations are documented according to enterprise procedures. • Reports provided are clear and accurate.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Water-based activities may include but are not limited to:
  - swimming pools
  - wave pools
  - water slides
  - water rides.

- Emergency care may include but is not limited to:
  - basic rescue
  - resuscitation
  - first aid
  - CPR.

Evidence Guide

Underpinning Skills and Knowledge:

- Bronze Medallion or equivalent recognised by Royal Lifesaving Society is required.

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - health, safety and emergency procedures for specific rides/activities
  - technical/equipment procedures for specific rides
  - first aid.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where access to water-based rides and activities and the opportunity to demonstrate emergency care is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Evidence should include a demonstrated ability to work consistently in a manner which ensures the safety of customers and colleagues. This may involve collection of evidence over a period of time or on a number of occasions.

- Look for:
  - ability to follow consistently, procedures the operation of water-based rides / activities to ensure customer safety
  - understanding of the health, safety and emergency issues associated with water-based ride operations
  - ability to rescue and care for customers.

Linkages to Other Units:

- There is a link between this unit and many other Attractions/Theme Parks units.

- Combined training/assessment may be appropriate especially with units such as:
  - THTFAT03A Conduct Pre-Event Briefing
  - THTFAT04A Operate a Ride Location
  - THTFAT05A Load and Unload a Ride.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	2

Unit THTFAT07A

Supervise Ride Operations

Unit Descriptor	This unit deals with the skills and knowledge required to monitor and supervise the operation of one or more rides within an attraction or theme park.

Element

Performance Criteria

1   Monitor ride operations

- Communication is established with ride operators at the commencement of the duty period.
- Regular liaison is undertaken with all operators.
- Informal updates are requested from operators.
- Ride operations are observed and monitored to ensure adherence to safety and customer service policies.
- Quality control issues are promptly identified and action is promptly taken to rectify any problems.
- Assistance is provided to ride operators as required.

2   Solve problems with ride operations

- Problems are promptly identified and considered from an operational and customer service perspective.
- Short term action is initiated to resolve the immediate problem, where appropriate.
- Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
- Where a problem is raised by team members, they are encouraged to participate in solving the problem.
- Follow up action is taken to monitor the effectiveness of solutions in the workplace.

3   Co-ordinate emergency procedures

- Immediate response is made to requests for assistance with emergencies.
- Emergency procedures are implemented according to enterprise procedures.
- Relevant information is obtained from ride operators.
- The situation is quickly assessed and a decision is taken on the course of action required.
- Action is clearly communicated to all relevant personnel.
- Emergency services are called when required.
- Emergency care techniques are applied correctly where appropriate.

4   **Contribute to ride operations management**

- Constructive suggestions for improvement in ride operations are made to management.
- Input to management takes account of feedback from ride operators.
- Reports on ride operations are provided to management as required.

Range of Variables

- This unit applies to the attractions/theme parks sector of the tourism industry.

- Rides may be:
    - mechanical
    - computerised
    - manual
    - water-based
    - animal rides.

- Problems may be:
    - technical
    - operational
    - customer service-related.

- Emergency care may include but is not limited to:
    - first aid
    - CPR
    - resuscitation.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - problem solving/decision making
    - systems for coordination of safety and emergency procedures
    - comprehensive knowledge legal and insurance requirements that impact on ride operations.

- Bronze Medallion or equivalent recognised by the Royal Lifesaving Society is required if supervising water-based rides.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the opportunity for ongoing monitoring of ride operations is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Evidence should include a demonstrated ability to monitor consistently, ride operations, to ensure the safety of customers and colleagues and the provision of high quality customer service. This may involve collection of evidence over a period of time or on a number of occasions.

- Look for:
  - understanding of quality assurance and how it applies to ride operations
  - ability to apply quality assurance principles to the supervision of ride operations
  - ability to solve problems and make decisions in a range of different operational situations, including emergency situations
  - knowledge of potential issues and problems that may arise in ride operations within an attraction/theme park
  - knowledge of legal and insurance issues that impact on ride operations.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGLE01A Monitor Work Operations
  - THTFAT02A Monitor Entry to Venue
  - THTFAT03A Conduct Pre-Event Briefing
  - THTFAT04A Operate a Ride Location
  - THTFAT05A Load and Unload a Ride
  - THTFAT06A Maintain Safety in Water-Based Rides (where supervision includes this type of ride)

- There is a very strong link between this unit and THHGLE01A Monitor Work Operations and combined training/assessment is appropriate. Care should be taken to avoid duplication in training and assessment.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THTFAT08A:

Operate A Games Location

| Unit Descriptor | This unit deals with the skills and knowledge required to conduct the day-to-day operation of a games area within a theme park or attraction. |

Element | **Performance Criteria**

1 Prepare games location for customers

- The games location is checked for cleanliness, safety and security according to enterprise policy and procedures.
- Equipment is checked and prepared for operation.
- Signage is checked and correctly displayed.
- Prizes and other supplies are checked to ensure sufficient stock levels.
- Prizes are attractively displayed.
- The number of stock items is accurately recorded.
- Additional supplies are ordered where appropriate.

2 Inspect games prior to opening

- Each game is inspected correctly, according to enterprise policy and procedures.
- Faults are reported immediately to a supervisor.

3 Conduct games operations

- Rules and regulations are enforced during games.
- Customer questions on games are answered correctly.
- All prizes given are recorded for data analysis and stock take purposes according to enterprise procedures.
- The location is kept clean at all times.
- Crowd size is monitored and maximum numbers are not exceeded.
- Customer behaviour is monitored to ensure a safe and pleasant environment for all customers.
- Customers are firmly but courteously requested to change inappropriate behaviour.
- Assistance is sought from a supervisor or security personnel as appropriate.

4	**Clean and maintain games**	• Games are regularly inspected and cleaned as appropriate.
		• Game faults are correctly identified.
		• Simple repairs are made with minimum disruption to customers in accordance with manufacturer's instructions and enterprise policy.
		• Games are put "out of order" where necessary and the fault immediately reported to the appropriate supervisor.
5	**Close down games location**	• Close down procedures are carried out according to enterprise policy and procedures and manufacturer's instructions.
		• Resources, equipment and stock are secured according to enterprise policy and procedures.
		• The area is cleaned and prepared for the next day's operation.
6	**Complete reports and documentation**	• Tally, data records and reports are accurately produced according to enterprise requirements within required timeframe.
		• Reports are forwarded to the appropriate area within required timeframe.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Games may be:
  - computerised
  - manual
  - coin-operated
  - group
  - individual
  - pay per use
  - included in entry.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - security procedures in specific relation to games operations

    - record keeping and documentation procedures for games

    - knowledge of individual game operations and rules

    - health and safety requirements as they apply to games operations.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated work environment where a suitable range of games and games equipment is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in a range of games operations. The focus of this range will vary according to the needs of a particular workplace.

- Look for:
    - ability to apply games operations procedures including set up, inspection, cleaning and maintenance, actual conduct of games and close down of games areas

    - ability to complete games operation documentation accurately.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    - THHGFA01A Process Financial Transactions.

- There is also a strong link between this unit and the following unit:
    - THTFAT09A Carry out Spruiking.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTFAT09A
Carry Out Spruiking

Unit Descriptor	This unit deals with the skills and knowledge required to demonstrate successfully the showmanship aspect of introducing or conducting games in theme parks or attractions.

Element	Performance Criteria
1 **Make games announcements**	- Communication systems and equipment are correctly used. - Announcements are clear and concise. - Information given about games is accurate and prepares customers for the games experience. - Information is presented in an entertaining manner. - Customers are encouraged to participate in games by inclusion of key sales points and promotional offers.
2 **Present and conduct games**	- Games are presented and conducted in a lively and entertaining manner. - Spruiking techniques are employed to enhance customer enjoyment of the game. - Player and crowd participation is encouraged. - Humour used is appropriate to the customer group. - Language used is appropriate for the customer group. - Personal presentation, appearance and grooming enhances the customer experience and is appropriate to the games environment. - Body language is positive and welcoming to the customer. - Presentation shows cultural and social sensitivity. - Technical presentation resources are used correctly.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Games may be:
  - computerised
  - manual
  - coin-operated
  - group
  - individual.

- Communication systems and equipment may include but are not limited to:
  - static microphone
  - roaming microphone
  - public address system.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - health and safety requirements
  - security procedures
  - knowledge of individual game operation
  - presentation and spruiking techniques.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Simulation should take place in an environment where games are actually played. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to use a range of established 'spruiking' techniques to encourage customer participation and enhance customer enjoyment of games.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THTFAT08A Operate a Games Location
  - THHGFA01A Process Financial Transactions.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	3
Planning and Organising Activities	1
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTFAT10A

Operate Animal Enclosure/Exhibit

Unit Descriptor	This unit deals with the skills and knowledge required to undertake the day-to-day operational requirements for operating an animal enclosure or exhibit in attractions or theme parks.

Element	**Performance Criteria**
1 Prepare for customers	• Animal welfare is checked and immediate action taken to rectify any problems. • Enclosure/exhibit is inspected prior to arrival of customers according to enterprise procedures. • Signs are erected for temporary closures to ensure minimum customer inconvenience. • Equipment is prepared for the day's activities. • Area is checked for cleanliness and safety according to enterprise procedures. • Supplies are checked for quantity and quality. • Required supplies are ordered according to enterprise procedures.
2 Monitor the enclosure/exhibit	• During operation, customer numbers are monitored to ensure maximum numbers are not exceeded. • Customer behaviour is continuously monitored to ensure compliance with safety requirements. • Dangerous or unsafe behaviour is promptly identified. • Customers are firmly but courteously requested to change behaviour where it poses a threat to themselves, other guests, animals or staff. • Assistance in controlling customer behaviour is sought from supervisor or security as appropriate.

3	**Clean and maintain enclosure/exhibit**	• Waste, faeces and weeds are removed from enclosure. • Vermin control procedures are implemented. • Disposal of materials is carried out in accordance with instructions. • Enclosure cleaning is conducted with minimum disruption to animals including exhibits, night facilities and food preparation areas. • Enclosure is presented in accordance with requirements of both the animal and the customer. • Enclosures are secured according to enterprise guidelines and requirements for animal species. • Routine maintenance tasks are carried out according to instructions. • Feeding and watering systems are monitored and maintained in a safe and working condition. • Tasks are carried out in a manner which causes minimum disruption to customers.
4	**Close down enclosure/exhibit**	• Close down procedures are carried out according to enterprise procedures. • Animal welfare and security is checked during the close down process and reports are made to the appropriate supervisor. • The enclosure/exhibit and all equipment is prepared for the next day's operation. • The enclosure/exhibit is cleaned. • The enclosure/exhibit is correctly secured.
5	**Use and care for equipment**	• Animal husbandry and general equipment is identified and used correctly. • Basic cleaning and maintenance is carried out on equipment correctly. • Equipment is stored safely and correctly in the designated area.
6	**Complete reports and documentation**	• Reports and documentation on the enclosure/exhibit are completed within the required timeframe. • Reports and documentation are forwarded to the appropriate area within the required timeframe.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions including marine species.

- Routine maintenance may include but is not limited to:
  - simple repairs/improvements to enclosure structure or equipment
  - basic gardening or landscaping.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - animal types within the organisation
  - animal escape procedures
  - animal welfare and ethics policies
  - animal feeding procedures
  - cleaning procedures in specific relation to animal enclosures
  - equipment procedures for animal husbandry and general enclosure equipment
  - health & safety requirements for animal enclosures
  - basic maintenance routines
  - record-keeping in relation to animal enclosures.

Context of Assessment:

- This unit must be assessed on-the-job or in a simulated work environment where access to animal enclosures, enclosure equipment and animals is provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the operation of a range of different animal enclosures. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - general knowledge of animals in the enclosure and procedures to be followed
  - knowledge of health and safety issues related to animal enclosures
  - ability to follow procedures correctly for the opening, closing and monitoring of an enclosure / exhibit open to the public

- ability to use animal husbandry and general enclosure equipment correctly
- ability to undertake routine cleaning and maintenance duties
- ability to complete enclosure documentation accurately.

Linkages to Other Units:

- There is a strong link between this unit and all other animal handling units.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTFAT11A

Provide General Animal Care

Unit Descriptor	This unit deals with the skills and knowledge required to provide basic care for animals in attractions and theme parks.

Element	**Performance Criteria**
1 Feed and water animals	• Food preparation equipment is cleaned, disinfected and sterilised.
	• Food is prepared, apportioned and distributed according to instructions and dietary charts.
	• Feed animals are handled correctly, according to enterprise procedures.
	• Water supply is monitored to ensure appropriate quantity, quality and safety.
	• Feeding and watering is conducted in accordance with animal welfare and ethics policies.
	• Feeding and watering is conducted according to health and safety procedures.
	• Where possible and appropriate, customers are involved in animal feeding, within safety guidelines.
2 Assist with general animal care	• Appropriate care is provided for the specific animal type and gender.
	• Chemicals used in animal care are handled, administered and stored in a safe and environmentally-responsible manner.
	• Animals are groomed according to enterprise and animal welfare/ethics policy.
	• Common animal behaviours are correctly recognised and appropriate action is taken.
	• Capture and restraint procedures are used correctly, under supervision.
	• Assistance is provided in rearing of young animals under supervision.
	• Stock levels are accurately counted.

3	**Assist with animal health care**	• Disease prevention procedures are carried out according to instructions and appropriate quarantine procedures. • Pests and toxic substances are accurately identified. • Obvious signs of illness are promptly recognised and reported, according to procedures. • Routine treatments are administered under supervision. • Samples are correctly collected when required.
4	**Identify and act on potential risks in animal enclosures**	• Physical/behavioural hazards are correctly identified. • Risks associated with specific animals are identified. • Day-to-day duties are conducted in a manner which minimises risk in the enclosure. • Potential risks are promptly reported to supervisor.
5	**Update and maintain animal records**	• Issues, behaviour and events requiring written notation are promptly and accurately identified. • Accurate notations are made on animal records, using correct terminology.

Competency Standards

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions, including marine species.

- Samples may include but are not limited to:
  - urine
  - faeces
  - fur
  - feathers
  - scales.

- Animal behaviours may include but are not limited to:
  - courtship
  - copulation
  - combat.

- Grooming and general care will vary according to the nature and type of the animal.

- Hazards and risks may include but are not limited to:
  - animal behaviour
  - human behaviour
  - defects in enclosure structure or equipment.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - animal observation skills
  - feeding procedures
  - chemical types and usage in animal care
  - quarantine requirements
  - general knowledge of animal diseases and pests
  - health & safety requirements relating to the care of animals.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where animals and animal care equipment are provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the care of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - knowledge of procedures to be applied in day-to-day animal care – including feeding watering, grooming, disease prevention, routine health treatments and capture/restraint
  - ability to apply safely procedures to selected animal groups
  - knowledge of correct terminology and record-keeping procedures in relation to animal care.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THTFAT10A Operate Animal Enclosure/Exhibit.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTFAT12A

Rescue Animals

Unit Descriptor	This unit deals with skills and knowledge required to rescue escaped or injured animals.

Element	Performance Criteria
1 **Identify animals requiring rescue**	• The work area is checked regularly for distressed or escaped animals. • Animals requiring rescue or in distress are promptly identified. • Potential risks to customers, the animal, self and colleagues are assessed and action taken accordingly. • Appropriate departments and animal specialists are promptly informed of the situation.
2 **Participate in animal rescue**	• Rescue procedures are carried out within the scope of individual responsibility. • Assistance is sought from colleagues and animal specialists as required. • The animal is taken to the appropriate location. • Customers are kept informed of rescue progress where appropriate.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions, including marine species.

- Rescue may include:
  - escaped animals
  - sick animals
  - wildlife living in the park.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skills in the following areas is required:
  - animal types within the organisation

  - animal escape/rescue procedures

  - animal welfare and ethics policies

  - health & safety requirements.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where animals and animal care equipment are provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the rescue of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - ability to apply animal rescue techniques safely

  - knowledge of rescue procedures.

Linkages to Other Units:

- There is a strong link between this unit and other animal handling units.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
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 THTFAT13A

Provide Customers With Information On Animals

Unit Descriptor	This unit deals with the skills and knowledge required to provide information to customers about the animals in theme parks and attractions. It does not include presentation skills which are found in other units.

Element

Performance Criteria

1   Offer information to customers

- Opportunities are taken to talk to customers about animals.
- Interactions with customers are conducted in a polite, friendly and welcoming manner.
- Information offered is current and accurate.
- Complexity of information is appropriate to customer needs.
- Available resources are used to enhance the presentation of information.
- Demonstration with actual animals is used as appropriate and within safety and animal welfare/ethics guidelines.
- Customers are given opportunities to observe and interact with animals in accordance with safety and animal welfare/ethics guidelines.
- Customers are invited to ask questions.

2   Respond to customer questions about animals

- Customer questions are correctly answered in a polite, friendly and welcoming manner.
- Opportunities are taken to provide additional information to enhance the customer understanding and experience.
- Where possible, answers are enhanced by showing examples in real animals.
- Where the requested information falls outside the individual's area of knowledge, the answer is found from another source or the customer is referred to the other source of information.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions including marine species.

- Information may include:
  - general animal characteristics
  - animal behaviour patterns
  - individual animal characteristics
  - feeding information.

- Resources may include:
  - slides
  - videos
  - pictures and charts
  - animal models
  - handouts.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skills in the following is required:
  - knowledge of animals as appropriate to the enterprise
  - customer service skills.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where animals and other exhibit resources are available. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Evidence of competence must include knowledge of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - knowledge of animals
  - ability to communicate information about animals to customers effectively.

Linkages to Other Units:

- There is a strong link between this unit and other animal-handling units.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	-
Solving Problems	1
Using Technology	-

Unit THTFAT14A

Co-ordinate & Monitor Animal Care

| Unit Descriptor | This unit deals with the skills and knowledge required to co-ordinate the overall care of animals in attractions and theme parks. It requires specialist animal handling knowledge. |

Element	**Performance Criteria**
1 **Formulate animal diets and feeding regimes**	• Research on dietary requirements is undertaken in consultation with a veterinarian. • Feeding strategies appropriate to the particular animal groups are used. • Liaison with supervisor and veterinarian is undertaken on dietary requirements.
2 **Handle and feed young animals**	• An appropriate environment is prepared and maintained for young animals. • Young animals are handled and cared for in a manner which minimises stress to the animal. • Weaning routines are correctly used. • Dietary and feeding requirements for young animals are correctly implemented. • Growth and development of young animals is monitored and recorded according to established protocol.
3 **Monitor animal health**	• Health changes are identified with regard to behaviour, general condition, food intake and faecal appearance. • Simple illnesses are correctly diagnosed and action taken within scope of individual responsibility. • Health changes with potential for risk to other animals are identified and acted upon promptly.

4   **Administer animal health treatments**

- Treatments are administered within scope of individual responsibility.
- Internal and external medications are administered in consultation with a veterinarian.
- Treatments are administered in a manner which minimises animal stress and maximises the safety of the operation.
- Critical and special care procedures including pre and post natal care are correctly carried out under direction from an appropriate specialist.

5   **Monitor and modify animal behaviour**

- Individual and group animal behaviour is observed and recorded for research purposes.
- Behavioural changes are recognised and assessed for potential risks.
- Causes of behaviour changes are determined or reported to the appropriate person for determination.
- Action is taken to remedy any undesirable behaviour.
- Enterprise conditioning programs are correctly applied.
- Behavioural changes are promptly reported to the appropriate supervisor.

6   **Operate and maintain controlled environments**

- Breeding control procedures are correctly implemented.
- Specialist equipment is used correctly, as dictated by breeding and growth patterns.
- Equipment is maintained according to enterprise and manufacturer instructions.
- Maintenance assistance is sought from internal and external sources as required.

7   **Capture, restrain and transport animals**

- Appropriate capture, restraint and transport equipment is accurately identified.
- Equipment is checked and any faults promptly reported.
- Capture and restraint procedures are carried out to minimise risk to animals and humans, using techniques required for specific animals.
- Animals are transported according to transport protocol and enterprise guidelines.

8	**Use animal identification techniques**	• Species are correctly identified through correct application of morphology, dentition, reproduction and behaviour.
		• Appropriate identification methods are selected for animal type.
		• Identification techniques are applied correctly, including microchips, tattoos, ear tags, brands.
9	**Monitor quality in the animal enclosure**	• Quality of animal care in the enclosure is monitored daily and action promptly taken to remedy any problems.
		• The effects of new programs/exhibits on animals are assessed and communicated to the appropriate supervisor.
		• Maintenance and renovation work conducted in the enclosure is undertaken and monitored to ensure minimum distress to animals.
		• Opportunities are taken to suggest animal care improvements to the appropriate supervisor.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions including marine species.

- Identification techniques may include but are not limited to:
  - microchips
  - ear tags
  - brands
  - bands
  - colour markings.

- Routine health care may include but is not limited to:
  - routine injections
  - adding vitamins
  - fresh foods
  - pest control.

- Capture, restraint and movement methods will vary according to the type of animal and circumstances of capture.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skills in the following is required:
  - feeding requirements for different animals
  - capture, restraint and transport techniques, including knots and lashings
  - record-keeping procedures for animals
  - animal record-keeping terminology
  - critical and special care procedures
  - dietary requirements for animals
  - young animal handling
  - general animal health
  - animal behaviour modification.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where animals and animal care equipment are provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence must be demonstrated in the care of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - detailed knowledge of animal care procedures
  - ability to co-ordinate and monitor the overall day-to-day care of animals in an attraction/theme park environment including diet/feeding, young animal care, health care, breeding, capture/restraint.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THTFAT10A Operate Animal Enclosure/Exhibit
  - THTFAT11A Provide General Animal Care
  - THTFAT12A Rescue Animals
  - THTFAT13A Provide Customers with Information on Animals.

- Combined training may also be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTFAT15A

Train and Condition Animals

Unit Descriptor	This unit deals with the skills and knowledge required to train and condition animals in attractions and theme parks.

Element	**Performance Criteria**
1 Develop animal training plan	• A program to train and condition each animal is created in consultation with appropriate experts. • Animal training plans take account of all safety and animal welfare/ethics policies. • The required degree of human/animal interaction is taken into consideration in developing the training plan.
2 Train and condition animals	• Animals are trained and conditioned according to plan and in consultation with appropriate experts. • Safety procedures are strictly followed for all animals and animal training equipment. • Procedures for dealing with trained and conditioned animals are followed and communicated correctly to all other personnel involved in animal care. • Progress of training is documented accurately. • Progress of training is communicated to colleagues to facilitate planning of animal exhibits and shows.
3 Design and present animal shows	• Animal shows are designed and presented, taking account of training and conditioning. • Shows are presented in a manner which causes minimum distress to animals.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions, including marine species.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skills in the following is required:
  - in-depth knowledge of behaviour patterns of animal to be trained
  - animal training techniques
  - training plan design
  - animal training documentation
  - show presentation techniques.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where animals and animal care equipment are provided. The ongoing nature of training/conditioning should be incorporated into assessment activities. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Competence may be demonstrated in the training of one or more different animals. This will vary according to the needs of the particular enterprise.

- Look for:
  - knowledge of animal welfare/ethics policies in relation to training of animals
  - ability to safely apply detailed animal knowledge to the training/conditioning process
  - ability to design animal and present animal shows within ethical guidelines.

- This unit should be assessed with or after the following units:
  - THTFAT10A Operate Animal Enclosure/Exhibit
  - THTFAT11A Provide General Animal Care
  - THTFAT12A Rescue Animals
  - THTFAT13A Provide Customers with Information on Animals
  - THTFAT14A Coordinate and Monitor Animal Care.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	3

Using Technology	1

Unit THTFAT16A

Supervise Animal Enclosures / Exhibits

Unit Descriptor	This unit deals with the skills and knowledge required to supervise one or more types of animal exhibits in attractions and theme parks.

Element	Performance Criteria
1 Monitor and evaluate animal exhibit/enclosure	• Communication is established with animal handling staff at commencement of duty period. • Regular liaison is undertaken with all handlers. • Technical assistance with animal care is provided to handlers where required. • Quality of the overall exhibit is evaluated regularly, from the perspective of customer, animal and staff and appropriate action is initiated.
2 Monitor animal care	• Animal care strategies are evaluated in consultation with relevant colleagues and specialists. • Possible improvements to animal care are identified and introduced. • Preventative pest control procedures are implemented and monitored.
3 Monitor enclosure/exhibit safety	• Safety of all exhibits/enclosures for customers, staff and animals is monitored and prompt action taken to rectify deficiencies. • Design improvements are implemented and approval sought as required by enterprise policies. • Animal containment strategies are monitored and improved where appropriate.
4 Maintain animal husbandry manuals	• Information in animal husbandry manuals is monitored for accuracy, relevance and currency. • Manuals are developed and improved as required in consultation with colleagues. • Manuals are stored and/or distributed to all relevant colleagues. • New information is highlighted.

5   **Provide technical and specialist advice to management**

- Husbandry and technical management advice is provided to management to facilitate informed management decisions on animal exhibits.
- Assistance with exhibit design is provided.
- Advice provided takes account of feedback from animal handlers.
- Reports on animal exhibits are provided to management as required.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions including marine species.

- Animal exhibits/shows includes existing species, new single species, multi species.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of knowledge and skills in the following areas is required:
  - quality control procedures in specific relation to animal exhibits/enclosures
  - animal management techniques
  - development and maintenance of animal husbandry manuals
  - supervisory skills (refer to THHGLE01A Monitor Work Operations).

Context of Assessment:

- This unit may be assessed on or off the job. Assessment of technical skills should include practical demonstration either in the workplace or through simulation. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess other skills and underpinning knowledge.

Critical Aspects of Assessment:

- Evidence of competence must include knowledge of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
  - technical and specialist knowledge in relation to animal care and the operation of animal exhibits/enclosures
  - ability to integrate technical and specialist knowledge with general operational monitoring and quality control of animal enclosure/exhibit.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THTFAT10A Operate Animal Enclosure/Exhibit
  - THTFAT11A Provide General Animal Care
  - THTFAT12A Rescue Animals
  - THTFAT13A Provide Customers with Information on Animals
  - THTFAT14A Co-ordinate and Monitor Animal Care.

- There is also a very strong link between this unit and the following units:
  - THHGLE01A Monitor Work Operations
  - THTHLE02A Implement Health Safety and Security Procedures.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THTFAT17A

Manage Animal Enclosures/Exhibits

Unit Descriptor	This unit deals with the skills and knowledge required to manage all types of animal exhibits and shows in attractions and theme parks.

Element	**Performance Criteria**

1 Develop animal care and management strategies	• Animal care strategies are planned and implemented in consultation with all relevant colleagues for:
	  • general care
	  • breeding
	  • diets and feeding
	  • handling, restraint and transport
	  • health
	  • artificial rearing.
	• Strategies are developed to meet all requirements of animal welfare and ethics guidelines.
	• Regimes and procedures for animal enclosures are created as an integral part of the animal care strategy.
	• Administration systems are created and maintained.
	• Animal care strategies are communicated clearly to relevant colleagues.
	• Strategies are evaluated and action taken accordingly.

2 Plan animal exhibits and shows	• The need for a new exhibit/show is identified in a timely manner. • Objectives for a new exhibit/show are developed and agreed upon with colleagues. • Requirements are considered from all perspectives including animal, keeper and customer. • An action plan for an exhibit/show development is created and implemented in consultation with relevant colleagues. • Information on a new exhibit/show is created and distributed as appropriate.

3   **Integrate animal exhibits and shows with other features and attractions**

- Contact is maintained with other departments to facilitate effective co-ordination of all shows and exhibits.
- Other departments are given the opportunity to provide input into the management of animal exhibits/shows.
- Animal exhibits/shows are developed and maintained in accordance with the overall goals and objectives of the organisation.

Range of Variables

- This unit applies to attractions/theme parks sector of the tourism industry.

- Animals refers to all types of animals which are exhibited in theme parks and attractions including marine species.

- Animal exhibits/shows includes existing species, new single species, multi species.

Evidence Guide

Underpinning Skills and Knowledge

- To demonstrate competence, evidence of knowledge and skills in the following areas is required:
    - strategic animal management techniques and practices
    - knowledge of State/Territory legislation regarding exhibited animals
    - planning
    - enterprise marketing strategies.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Evidence of competence must include knowledge of a range of different animals. The focus of this range will vary according to the needs of the particular workplace.

- Look for:
    - detailed knowledge of animal management strategies, their development, implementation and monitoring
    - ability to develop and apply animal management strategies in an attraction/theme park environment
    - ability to plan and implement new animal exhibits/shows.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THTFAT10A Operate Animal Enclosure/Exhibit

  - THTFAT11A Provide General Animal Care

  - THTFAT12A Rescue Animals

  - THTFAT13A Provide Customers with Information on Animals

  - THTFAT14A Co-ordinate and Monitor Animal Care

  - THTFAT16A Supervise Animal Enclosures/Exhibits.

- There is also a very strong link between this unit and a range of other general leadership units, such as:
  - THHGLE03A Develop and Implement Operational Plans.

- Combined training/assessment may be appropriate.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	3

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
CUSTOMER SERVICE

Unit THHGCS01A

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 customer information requests in a range of tourism and hospitality enterprises. This unit reflects a situation where the provision of information is not the primary job role. The unit has a link to unit THTSOP02A Source and Provide Destination Information and Advice, (Tourism Training Package) where the provision of advice is the primary job role.

Element	Performance Criteria
1 Develop local knowledge	• Sources for information on the local area are correctly identified and accessed. • Information is recorded and filed for further use as appropriate. • Information commonly requested by customers is correctly identified and obtained including: • enterprise information • local transport • local attractions • local customs.
2 Update local knowledge	• Informal and/or formal research is used to update local knowledge. • Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- The range of local information required will vary according to the particular industry sector and individual workplace.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - sources of information for enterprise and local knowledge.

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:

- Look for:
  - ability to source accurate and current information on the local area.

Linkages to Other Units:

- This unit underpins effective performance in a range of other units and combined delivery/assessment may be appropriate. Examples may include but are not limited to:

- Hospitality:
  - THHBH01A Provide Housekeeping Services to Guests
  - THHBF010A Provide Porter Services
  - THHBF02/3A Provide Accommodation Reception Services.

- Tourism:
  - WRRS.2A Advise on Products and Services
  - Many other units in the Attractions and Theme Parks Section.

- 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.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THHGCS02A

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. This unit has a link to unit THTSOP04A, Sell Tourism Products and Services, where this sales function is a primary focus of work activity.

Element	**Performance Criteria**
1 Develop product/service and market knowledge	• Opportunities are taken to develop product/service knowledge. • Informal and formal research is used to update knowledge. • Customer feedback and workplace observation is used to evaluate products, services and promotional initiatives. • Knowledge obtained is shared with colleagues to enhance the sales-effectiveness of the team. • Information gained from workplace experience and direct customer contact is passed to the appropriate person for consideration in future planning. • Changes in customer preferences are identified. • Ideas for product and service adjustments to meet customer needs are suggested to the appropriate person in accordance with enterprise policy.
2 Encourage customers to use and buy products and services	• Accurate information about products and services is offered to customers. • Selling techniques are employed to encourage usage and purchase. • Customers are made aware of possible 'extras' and 'add-ons'. • Products and services are promoted in accordance with current enterprise goals and promotional focus.

Range of Variables

- This unit applies to all hospitality and tourism sectors.

- Informal and formal research may include but is not limited to:
  - discussions with colleagues
  - reading enterprise information
  - research of product and service information brochures
  - general media.

- Products and services may include but are not limited to:
  - tours and transport
  - conferences and conventions
  - function facilities
  - entertainment
  - shopping services
  - restaurant facilities
  - food and beverage
  - 'add-on' services.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - any legal issues which impact on the sale of products and services
  - in-depth knowledge of enterprise products and services
  - selling techniques.

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:

- Look for:
  - ability to use selling techniques to promote products and services within a specific tourism or hospitality context
  - knowledge of contexts in which this promotion could apply.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGGA01A Communicate on the Telephone
  - operational/service skills units which apply to particular industry sectors.

- Depending upon the industry sector and workplace, combined training may also be appropriate.

- 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.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THHGCS03A

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.

Element	**Performance Criteria**
1 Identify conflict situations	• Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation. • Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.
2 Resolve conflict situations	• Responsibility is taken for finding a solution to the conflict within scope of individual responsibility. • All points of view are encouraged, accepted and treated with respect. • Effective communication skills are used to assist in the management of the conflict. • Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions.
3 Respond to customer complaints	• Complaints are handled sensitively, courteously and discreetly. • Responsibility is taken for resolving the complaint. • The nature and details of the complaint are established and agreed with the customer. • Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible. • Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service. • Any necessary documentation is completed accurately and legibly within time constraints.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Conflict situations may include but are not limited to:
  - customer complaints
  - conflicts among work colleagues
  - refused entry
  - drug or alcohol affected persons
  - ejection from premises
  - delayed customers.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - conflict resolution skills (incorporating communication skills)
  - problem-solving skills
  - procedures for customer complaints.

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:

- Look for:
  - 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.

Linkages to Other Units:

- This unit underpins effective performance in a range of other units. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples may include but are not limited to:
  - THHGCS08A Establish and Conduct Business Relationships
  - THHGLE01A Monitor Work Operations
  - THHGLE08A Lead and Manage People
  - THHGLE09A Manage Workplace Diversity
  - all training units.

Competency Standards

- Note that problem-solving is included in both this unit and unit THHGLE01A Monitor Work Operations. Care should be taken to avoid duplication in assessment and training.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	1

THT 98 Tourism Training Package
© Australian National Training Authority

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
HYGIENE, HEALTH, SAFETY AND SECURITY

THT 98 Tourism Training Package
© Australian National Training Authority

Unit THHGHS01A

Follow Workplace Hygiene Procedures

Unit Descriptor	This unit deals with the skills and knowledge required to follow the key hygiene procedures which apply in many sectors of the hospitality industry, and within some tourism sectors. It is particularly relevant to the Kitchen, Housekeeping, Food & Beverage and some tour operations.

Element	**Performance Criteria**
1 Follow hygiene procedures	• Workplace hygiene procedures are strictly followed in accordance with enterprise standards, and legal requirements. • Handling and storage of all items is completed in accordance with enterprise standards, and legal requirements.
2 Identify and prevent hygiene risks	• Potential hygiene risks are promptly identified. • Action is taken to minimise or remove the risk within the scope of individual responsibility and in accordance with enterprise and legal requirements. • Hygiene risks beyond the control of individual staff members are promptly reported to the appropriate person for follow up.

Range of Variables

- This unit applies to various hospitality and tourism sectors.

- Hygiene procedures may be related to:
  - food
  - beverage
  - linen
  - handling of garbage
  - cleaning procedures
  - personal activities on the job.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - awareness and knowledge of factors which contribute to hygiene problems

  - general hazards in the handling of food, including major causes of food poisoning

  - overview of relevant state/territory legislation in relation to food hygiene

  - typical hygiene control procedures in the hospitality/tourism industries.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures

  - knowledge of practical workplace examples

  - ability to follow established procedures.

Linkages to Other Units:

- This is a unit which underpins effective performance in housekeeping, kitchen, food and beverage and some tour operations areas. As such it should be delivered/assessed in conjunction with units from those areas. In the kitchen area additional units on food safety and hygiene are required.

- 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.

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

Unit THHGHS02A

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.

Element	**Performance Criteria**
1 Select and set up equipment	• Equipment is selected according to type of cleaning to be undertaken. • All equipment is checked to be in clean and safe working condition prior to use. • Suitable cleaning agents and chemicals are selected and prepared in accordance with manufacturer's and relevant occupational health and safety requirements. • Where necessary protective clothing is selected and used.
2 Clean dry and wet areas	• The area to be cleaned is prepared and cleared of hazards. • Where appropriate, work area is barricaded or signed. to reduce risk to colleagues and customers. • Correct chemicals are selected for specific areas and applied in accordance with safety procedures. • Equipment is correctly used. • Garbage and excess chemicals are disposed of in accordance with hygiene, safety and environmental legislation requirements.
3 Maintain and store cleaning equipment and chemical	• Equipment is cleaned after use in accordance with manufacturer's instructions. • Routine maintenance is carried out in accordance with enterprise procedures. • Faults are correctly identified and reported in accordance with enterprise procedures. • Equipment is stored in the designated area and in a condition ready for re-use. • Chemicals are stored in accordance with health and safety requirements.

Range of Variables

- This unit applies to all tourism and hospitality establishments.

- Dry and wet areas may include but are not limited to:
  - bathrooms
  - bedrooms
  - kitchens
  - balconies
  - private lounge areas
  - public areas (both internal and external)
  - storage areas.

- Chemicals may include but are not limited to:
  - disinfectants
  - pesticides
  - cleaning agents.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - specific requirements of State/Territory Occupational Health and Safety legislation which relate to cleaning operations
  - environmental legislation
  - 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:
    - blood
    - needles and syringes
    - used condoms
    - sharp objects
    - human waste
    - surgical dressings
    - broken glass
    - skewers
    - fat and oil
    - hot pans
    - knives
    - bones
    - crustacean shells
  - safe bending and lifting practices
  - enterprise security procedures.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated workplace environment where the total cleaning process can be demonstrated.

Critical Aspects of Assessment:

- Look for:
  - understanding of the importance of cleaning staff to the overall quality of service provided by the enterprise

- ability to safely and efficiently use relevant equipment and cleaning agents in accordance with acceptable enterprise timeframes.

Linkages with Other Units:

- This unit should be assessed with or after the following unit:
  - THHGHS01A Follow Workplace Hygiene Procedures

- There is a strong link between this unit and the following units:
  - THHBH02/3A Prepare Rooms For Guests (Hospitality Training Package)
  - THHBKA04A Clean and Maintain Premises (Hospitality Training Package)

- Depending upon the industry sector and workplace combined delivery/assessment may be appropriate.

- 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.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THHGHS03A
Provide First Aid

Unit Descriptor	This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

ELEMENT	PERFORMANCE CRITERIA
1 Assess and respond to emergency first aid situations	• Emergency situations are quickly and correctly recognised. • The situation is assessed and a decision promptly made regarding action required. • Assistance from emergency services/colleagues/customers is organised where appropriate.
2 Provide appropriate treatment	• Patient's physical condition is assessed from visible vital signs. • First Aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3 Monitor the situation	• Back up services appropriate to the situation are identified and notified. • Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
4 Prepare an incident report	• Emergency situations are documented according to company procedures. • Reports provided are clear, accurate and timely.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

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

- Factors which affect the provision of first aid are:
  - legal issues that affect the provision of first aid in different industry sectors
  - the type of site where the injury occurs
  - the nature of the injury and its cause
  - availability of first aid equipment, medications and kits or other suitable alternative aids
  - proximity and availability of trained paramedical and medical assistance
  - the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
  - chemical contamination.

- Injuries may include:
  - cardio-vascular failure
  - wounds and infections
  - bone and joint injuries
  - eye injuries
  - burns
  - external bleeding
  - unconsciousness
  - effects of heat or cold temperatures
  - pre-existing illness
  - bites.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, attendance at and successful completion of an accredited First Aid course is required.

Context of Assessment

- This unit will generally be assessed off the job.

Critical Aspects of Assessment:

- Look for:
  - ability to correctly apply a range of first aid techniques for all situations described in the Range of Variables.

Linkages to Other Units:

- This unit should be assessed alone.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
GENERAL ADMINISTRATION

THT 98 Tourism Training Package
© Australian National Training Authority

Unit THHGGA01A

Communicate on the Telephone

Unit Descriptor	This unit deals with the skills and knowledge required to effectively communicate on the phone. 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**	• Calls are answered promptly, clearly and politely in accordance with enterprise standards. • Friendly assistance is offered to the caller, and the purpose of the call is accurately established. • Details are repeated to the caller to confirm understanding. • Callers enquiries are answered or transferred promptly to the appropriate location/person. • Requests are accurately recorded and passed to the appropriate department/person for follow-up. • Where appropriate, opportunities are taken to promote enterprise products and services. • Messages are accurately relayed to the nominated person within designated timelines. • Threatening or suspicious phone calls are promptly reported to the appropriate person in accordance with enterprise procedures.
2 **Make telephone calls**	• Correct telephone numbers are obtained. • Purpose of the call is clearly established prior to calling. • Equipment is used correctly to establish contact • Names, company and reason for calling are clearly communicated. • Telephone manner is polite and courteous at all times.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Telephone communication may take place in a range of different contexts including but not limited to:
  - office
  - reception area
  - on tour
  - on site
  - on mobile phone
  - with customers
  - with colleagues.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - knowledge of specific telephone system operation
    - knowledge of enterprise products and services
    - oral communication skills
    - basic written skills for taking messages.

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:

- Look for:
    - ability to correctly use telephone equipment
    - ability to provide courteous and friendly telephone service
    - clarity in oral communication.

Linkages to Other Units:

- This unit underpins effective performance in a range of other units. It is recommended that this unit is delivered/assessed in conjunction with other customer service-based units. These units should be selected to suit the specific sector and workplace.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THHGGA02A

Perform Clerical Procedures

Unit Descriptor   This unit deals with the skills and knowledge required
                            to complete a range of routine office procedures.

Element   **Performance Criteria**

1   Process office documents
- Documents are processed in accordance with enterprise procedures within designated timelines.
- Office equipment is correctly used to process documents.
- Malfunctions of office equipment are promptly identified and rectified or reported, in accordance with enterprise procedures.

2   Draft correspondence
- Text is written using clear and concise language.
- Spelling, punctuation and grammar are correct.
- Information is checked for accuracy prior to sending.

3   Maintain document systems
- Documents are filed/stored in accordance with enterprise security procedures.
- Reference and index systems are modified and updated in accordance with enterprise procedures.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Processing of documents may include but is not limited to:
  - recording receipt or sending of documents
  - filing
  - mailing (including bulk mailing)
  - photocopying
  - faxing
  - e-mailing
  - collating
  - binding.

- Office documents may include but are not limited to:
  - guest mail
  - customer records
  - incoming and outgoing correspondence
  - files
  - letters
  - facsimiles
  - memos
  - reports
  - menus
  - banquet orders
  - financial records
  - invoices
  - receipts.

- Office equipment may include but is not limited to:
  - photocopier
  - facsimile
  - paging equipment
  - calculator
  - audio-transcribing machine
  - telephone answering machines.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - range and capability of office equipment

  - written communication

  - basic numeracy skills

  - layout and features of typical business documents

  - typical office procedures as appropriate to industry sectors

  - chemicals used in office equipment.

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:

- Look for:
  - ability to accurately process a range of office documentation within enterprise acceptable timeframes

  - easily understood and error-free texts.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGCT01A – Access and Retrieve Computer Data.

- This unit underpins performance in a range of other office-based units.

- Depending upon the industry sector and workplace, combined assessment/training may be appropriate.

- Care should be taken in developing training to meet the requirements of this unit. For **generic** pre-vocational training, organisations should provide training whivh 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.

Competency Standards

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THHGGA03A

Source and Present Information

Unit Descriptor	This unit deals with the skills and knowledge required to source and present information in response to an identified need. The presentation could be verbal or written. The development of more complex/strategic reports is covered in the unit "Prepare Business Documents".

Element | **Performance Criteria**

1   Find information

- A range of current and accurate information sources is correctly identified.
- Information sources are accessed and assessed for relevance and applicability.
- Information is obtained within designated timelines.

2   Prepare and present information

- Information is reviewed and selected to suit the specific need.
- Where appropriate, text is drafted to include all appropriate information.
- When presented, the range of information provided is structured and expressed in a clear and concise manner.
- Information is presented in a professional manner appropriate to the circumstance.
- Information is made available to the appropriate person within designated timelines.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Information may include but is not limited to:
  - information from product suppliers
  - information from other departments in the enterprise
  - customer service research
  - information on new workplace systems.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic research skills:
    - identification of information required
    - questioning techniques to elicit information
    - note-taking
    - sorting and processing information
  - written and oral communication skills in relation to issues within the broad general experience and expertise of the individual.

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:

- Look for:
  - ability to find, review and present information on topics within the broad general experience and expertise of the individual.

Linkages to Other Units:

- This unit underpins effective performance in a range of other units.

- Combined assessment/training is recommended with units such as:
  - THHHCO04A Develop and Update Hospitality Industry Knowledge (Hospitality Training Package)
  - THTTCO01A Develop and Update Tourism Industry Knowledge (Tourism Training Package).

- THTSOP02A Sources and Provide Destination Information and Advice (Tourism Training Package)

- THTSOP03A Access and Interpret Product Information (Tourism Training Package).

- 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.

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

Unit THHGGA04A

Prepare Business Documents

Unit Descriptor	This unit deals with the skills and knowledge required to prepare a range of business documents in different tourism and hospitality contexts. It relates to the documents commonly prepared by specialist operators, supervisors and managers in all sectors of the industry.

Element	**Performance Criteria**
1 Determine document requirements	• Requirements and objectives are clearly defined in consultation with appropriate colleagues. • Specialist assistance is obtained, where appropriate, within budget parameters.
2 Conduct research	• Research is conducted according to scope of the project. • Informal and formal data collection methods are employed as appropriate. • Data is analysed and assessed for relevance prior to incorporation in document.
3 Prepare document	• Document structure and content are developed to reflect objectives. • A range of written presentation and graphic techniques is used to enhance the impact and effectiveness of the information presented. • Information is expressed in a manner which takes account of the impact of the document on the intended audience. • Key issues are identified and analysed. • Recommendations for action are included where appropriate. • Quality of information is reviewed and adjusted where necessary. • Text is checked for accuracy prior to finalisation • Document presentation is appropriate for the intended audience.

4   Follow up document

- Documents arepresented/circulated as appropriate.
- Presentation/circulation is followed up with appropriate action.
- Any recommendations are reviewed and actioned according to agreed priorities.
- Actions are undertaken in full consultation with colleagues.
- Where appropriate, submissions are made to management regarding implementation of document recommendations.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- This unit relates to the development of a range of documents commonly prepared by specialist operators, supervisors and managers in all sectors of industry.

- Business documents may include but are not limited to:
  - reports
  - submissions
  - proposals
  - tenders.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - written communication including expression and explanation of varied and complex issues
  - research skills including research outside the immediate experience and expertise of the individual
  - report development and presentation techniques.

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:

- Look for:
  - ability to develop a range of business documents commonly used in the relevant sector of the tourism and hospitality industry within enterprise accepted timelines
  - clear communication of ideas and concepts
  - professional presentation.

Competency Standards

Linkages to Other Units:

- This unit underpins effective performance in a range of other units. As such this unit could be delivered/assessed in conjunction with appropriate units. Examples may include but are not limited to:
  - Other general administration units (THHGGA05A,THHGGA08,THHGGA09A)
  - Most Leadership units
  - Most Sales and Marketing 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	-
Solving Problems	2
Using Technology	2

Unit THHGGA05A

Plan and Manage Meetings

Unit Descriptor	This unit deals with the skills and knowledge required to plan and co-ordinate meetings.

Element	Performance Criteria
1 Plan and prepare for meetings	• Need for meetings and relevant participants are identified. • Meeting arrangements are made in accordance with requirements and within designated timelines. • Agendas are developed according to the purpose of the meeting. • Information on agenda items is obtained or researched to allow for informed discussion at the meeting. • Where appropriate, meeting papers are prepared and dispatched to participants within appropriate timeframes.
2 Conduct meetings	• Meetings are chaired in accordance with enterprise procedures and meeting protocols. • Appropriate interpersonal and communication styles are used to encourage open and constructive communication • Agreement about meeting goals and conduct is reached. • Information and ideas are presented clearly and concisely. • All participants are given the opportunity to contribute. • Meetings are managed to maintain focus on agreed goals. • Meetings are conducted within agreed times or adjusted with the agreement of participants. • Minutes of the meeting are accurately recorded where appropriate.
3 Debrief and follow up meetings	• Documentation from meetings is correctly processed and distributed. • Colleagues are informed regarding outcomes of meetings. • Work resulting from meetings is incorporated into the current work schedule with tasks prioritised and actioned as appropriate.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Types of meetings may include but are not limited to:
  - informal
  - formal
  - one-off
  - regular.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - standard meeting procedures and protocols
  - meeting management
  - written and oral communication skills in specific relation to the conduct of meetings.

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. Simulation should include actual conduct of a meeting. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to effectively plan and administer meetings
  - ability to use effective communication skills in the conduct of meetings.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGCS03A Deal with Conflict Situations.

- This unit underpins effective performance in a range of other units. As such this unit could be delivered/assessed in conjunction with appropriate units. Examples may include but are not limited to:
  - THHGLE01A Monitor Work Operations
  - THHGLE03A Develop and Implement Operational Plans
  - THHGLE08A Lead and Manage People.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THHGGA06A

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. It focuses on the general stock handling procedures required in many different contexts.

Element	**Performance Criteria**
1 Take delivery of stock	• Incoming stock is accurately checked against orders and delivery documentation in accordance with enterprise procedures. • Variations are accurately identified, recorded and communicated to the appropriate person. • Items are inspected for damage, quality, use-by dates, breakages or discrepancies, and records are made in accordance with enterprise policy.
2 Store stock	• All stock is promptly and safely transported to the appropriate storage area without damage. • Stock is stored in the appropriate location within the area and in accordance with enterprise security procedures. • Stock levels are accurately recorded in accordance with enterprise procedures. • Stock is labelled in accordance with enterprise procedures.
3 Rotate and maintain stock	• Stock is rotated in accordance with enterprise policy. • Stock is moved in accordance with safety and hygiene requirements. • Quality of stock is checked and reported. • Excess stock is placed in storage or disposed of in accordance with enterprise policy. • Stock area is maintained in accordance with enterprise and/or government requirements and problems promptly identified and reported. • Stock recording systems are used in accordance with speed and accuracy requirements.

Range of Variables

- This unit applies all tourism and hospitality sectors.

- This unit may apply to stock received from both internal and external suppliers.

- Stock control systems may be:
  - manual
  - computerised.

- Stock may include but is not limited to:
  - food
  - beverage
  - equipment
  - linen
  - stationery
  - brochures
  - vouchers and tickets
  - souvenir products

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - principles of stock control
  - common examples of stock control documentation and systems in the tourism and hospitality industries
  - stock security systems
  - safe lifting and handling procedures
  - basic knowledge of relevant stock.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where actual receipt and storage of stock can be demonstrated. This should be supported by assessment of underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to efficiently and safely receive and store stock in the appropriate industry context
  - knowledge of safety and security issues.

- For those individuals working in an environment dealing with the storage of food and beverage, evidence must also include a demonstrated understanding of the relevant health and hygiene issues to be considered.

Linkages to Other Units:

- This unit has a very strong link to a wide number 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 a range of other units may be appropriate. These units should be selected to suit the specific industry sector and workplace.

- In a kitchen, restaurant or bar environment this unit should be assessed with or after the following unit:

  THHHS01A Follow Workplace Hygiene Procedures.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THHGGA07A

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.

Element	**Performance Criteria**
1 Maintain stock levels and records	• Stock levels are monitored and maintained at levels prescribed by enterprise levels. • Stock security systems are monitored and adjusted as required. • Stock re-order cycles are maintained, monitored and adjusted as required. • Colleagues are informed of their individual responsibilities in regard to recording of stock. • Stock storage and movement records are maintained in accordance with enterprise procedures. • Stock performance is monitored and fast/slow selling items are identified and reported in accordance with enterprise procedures.
2 Organise and administer stocktakes	• Stocktakes are organised at the appropriate time and responsibilities allocated to staff. • Accurate reports on stocktake data are produced within designated timelines.
3 Identify stock losses	• Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis. • Losses are reported in accordance with enterprise procedure. • Avoidable losses are identified and reasons are established. • Solutions are recommended and implemented to prevent future avoidable losses.
4 Process stock orders	• Orders for stock are accurately processed in accordance with enterprise procedures. • Stock ordering and recording systems are accurately maintained. • Purchase and supply agreements are correctly used and appropriate details recorded.

5   **Follow up orders**

- Delivery process is monitored to meet agreed deadlines.
- Liaison is undertaken with colleagues and suppliers to ensure continuity of supply.
- Routine supply problems are followed up or referred to the appropriate person in accordance with enterprise policy.
- Stock is distributed in accordance with agreed allocations.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- This unit may apply to stock from both internal and external suppliers.

- Stock control systems may be:
  - manual
  - computerised.

- Stock may include but is not limited to:
  - food
  - beverage
  - equipment
  - linen
  - stationery
  - brochures
  - vouchers and tickets
  - souvenir products.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - stock level maintenance techniques as appropriate to industry sector
    - typical stocktaking procedures as appropriate to industry sector
    - stock recording systems
    - stock security systems.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated workplace environment where the candidate is able to demonstrate ongoing control of stock. This should be supported by assessment of underpinning knowledge.

Critical Aspects of Assessment:

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

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
    - THHGGA06A Receive and Store Stock.

- In many situations a range of other area specific operational units would be required in order to successfully complete this unit. These will vary according to the industry sector and individual workplace.

- This unit also has a very strong link to a wide number of other operational units. Stock control and ordering is undertaken by people working in all sectors of the tourism and hospitality industry. As such combined assessment/training with a range of other 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 assessment/training with units such as THHGLE01 Monitor Work Operations may be appropriate.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	2

Unit THHGGA08A
Plan and Establish Systems and Procedures

Unit Descriptor	This unit deals with the skills and knowledge required to develop and implement new ways of doing things in the workplace. While it involves elements of planning, the focus of this planning is on short term operational strategies to achieve workplace goals.

Element	**Performance Criteria**
1 Plan systems and procedures	• System and procedural requirements are identified and clarified through workplace monitoring and ongoing consultation with colleagues and customers. • Problem areas are identified and prompt action is taken. • Possible responses are identified and developed in consultation with colleagues. • Responses take account of immediate operational needs and enterprise goals. • Human and financial resources issues are taken into consideration.
2 Establish systems and procedures	• Advance notice of new systems and procedures is provided to colleagues. • Systems and procedures are introduced to the workplace in a manner which causes minimum disruption to customers and colleagues. • Training and support are provided as required.
3 Review systems and procedures	• Efficiency and effectiveness of systems are monitored in the workplace. • Suggestions for improvements are sought from colleagues at all levels. • Adjustments are promptly made.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Systems and procedures may include but are not limited to:
    - customer service procedures
    - bar or restaurant procedures
    - kitchen systems
    - housekeeping systems
    - office administration systems
    - reservations procedures.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic principles of planning
  - in-depth knowledge of the area in which systems/procedures are to be introduced
  - legislative framework within which the enterprise must operate.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must reflect closely the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to develop and implement system/procedures within a specific tourism and hospitality context
  - knowledge of the process to be applied for successful development and implementation
  - knowledge of the issues that may arise in the development and implementation of systems and procedures.

Linkages to Other Units:

- This is a unit that underpins effective performance in a range of other units. As such this unit could be delivered/assessed in conjunction with appropriate units. Examples may include but are not limited to:
  - THHGLE01A Monitor Work Operations
  - THHGTR03A Prepare For Training
  - THHGLE07A Recruit And Select Staff
  - THHGLE08A Lead and Manage People.

- 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.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	2

Unit THHGGA09A

Manage Projects

| Unit Descriptor | This unit deals with the skills and knowledge required to manage major projects within a tourism or hospitality context. This unit has particular relevance for meetings and event management activities. |

Element

Performance Criteria

1   Plan project

- Project scope and objectives are developed in consultation with appropriate colleagues and customers.
- A resource strategy for the project is developed.
- Administrative structure for the project is planned and created.
- Project responsibilities are agreed upon and clearly communicated to all those involved.
- Internal and external communications, public relations and marketing strategies are planned in conjunction with appropriate colleagues.
- Evaluation methods suitable to the project are agreed.
- An overall project management plan is developed and communicated to appropriate colleagues.
- Key project milestones are identified and communicated.

2   Administer and monitor project

- Project strategies are implemented and monitored in conjunction with project team members.
- Support and assistance is provided to team members as appropriate.
- Sound interpersonal and communication styles are employed to build trust and respect within the project team.
- Progress against project goals is assessed and reviewed in consultation with project team members.
- Additional resource requirements are assessed and action taken accordingly.
- Financial control systems are implemented and monitored according to project guidelines.
- Regular reports on project progress are provided to all appropriate colleagues/customers.
- The project is finalised within agreed time lines.

3	**Evaluate project**	• Agreed evaluation methods are used to assess the effectiveness of the project at specified stages.
		• Evaluation takes account of agreed goals and priorities.
		• Project evaluation involves project team members, appropriate colleagues and customers.
		• Results of evaluation are incorporated into ongoing project management.
		• Information from project evaluation is shared with appropriate colleagues and incorporated into future planning.

Range of Variables

- This unit applies to all hospitality and tourism sectors.

- Projects may include but are not limited to:
  - conferences and meetings
  - promotional or other events
  - introduction of new technology or systems
  - product development
  - research projects
  - ongoing business projects.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - project management processes and systems
  - in-depth knowledge of nature of the project being managed including internal and external issues to be considered
  - skills in the areas of planning, leadership, finance and administration (covered in other units).

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to effectively plan, administer, monitor and evaluate a tourism/hospitality based project. This will include evidence of skills in planning, administration, financial management and leadership
  - understanding of the critical elements of effective project management.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGLE03A Develop and Implement Operational Plans
  - THHGLE08A Lead and Manage People
  - THHGLE14A Prepare and Monitor Budgets.

- Combined training/assessment may be appropriate.

- Please note that because this unit integrates a number of skills found in other units, care should be taken to avoid duplication in training/assessment.

- 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.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
FINANCIAL ADMINISTRATION

Unit THHGFA01A

Process Financial Transactions

Unit Descriptor	This unit deals with the skills and knowledge required to process and balance financial transactions in a range of tourism and hospitality contexts.

Element	**Performance Criteria**
1 Process receipts and payments	• Cash float is received and accurately checked using correct documentation. • Cash received is accurately checked and correct change is given. • Receipts are accurately prepared and issued when required. • Non-cash transactions are processed in accordance with enterprise and financial institution procedures. • Transactions are correctly and promptly recorded. • When payments are required, documents are checked and cash is issued according to enterprise procedures. • All transactions are conducted in a manner which meets enterprise speed and customer service standards.
2 Reconcile takings	• Balancing procedures are performed at the designated times in accordance with enterprise policy. • Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures. • Register/terminal reading or print-out is accurately determined where appropriate. • Cash and non-cash documents are removed and transported in accordance with enterprise security procedures. • Cash is accurately counted. • Non-cash documents are accurately calculated. • Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined. • Takings are recorded in accordance with enterprise procedures.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Transactions may include but are not limited to:
  - credit cards
  - cheques
  - EFTPOS
  - deposits
  - advanced payments
  - vouchers
  - company charges
  - refunds
  - travellers cheques
  - foreign currency.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic numeracy skills
  - cash counting procedures
  - procedures for processing non cash transactions
  - security procedures for cash and other financial documentation.

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:

- Look for:
  - ability to conduct accurate and secure financial transactions within acceptable enterprise timeframes
  - knowledge of basic cash handling principles and security procedures.

Linkages to Other Units:

- This unit is strongly linked to a wide range of other operational units where cash handling may be required. As such, combined delivery/assessment is appropriate based on the specific needs of industry sectors and individual workplaces.

- 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.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THHGFA02A

Maintain Financial Records

Unit Descriptor	This unit deals with the skills and knowledge required to keep financial records. As such it focuses on basic bookkeeping skills.

Element	**Performance Criteria**
1 Make journal entries	• The correct journal is selected for intended entry. • Entries to journal are accurate and correctly located. • Journal entries are supported with explanation and cross-referencing to support documentation. • Irregularities are noted and actioned for resolution within designated timelines. • Journal entries are correctly authorised. • Source documents are correctly filed.
2 Reconcile accounts	• Transaction documentation and account balances are accurately checked to ensure matching. • Discrepancies are identified, investigated or reported in accordance with level of individual responsibility. • Errors in documentation are rectified or reported. • Data is recorded on the nominated system within designated timelines.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Bookkeeping systems may be manual or computerised.

- Journal entries may relate to:
  - cash receipts
  - cash sales
  - petty cash
  - purchases journal
  - sales journal
  - return outwards journal
  - return inwards journal
  - bad debts journal
  - main, general journal
  - payroll journal.

- Reconciliations may include but are not limited to:
  - petty cash
  - bank
  - subsidiary ledgers and control accounts
  - stock.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - bookkeeping principles and terminology
    - typical record keeping systems as appropriate to industry sector.

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:

- Look for:
    - ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements
    - understanding of bookkeeping principles.

Linkages to Other Units:

- As this unit relates to general bookkeeping skills it could be delivered/assessed in conjunction with a number of other operational and service units as appropriate to the industry sector and individual workplace.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	1
Planning and Organising Activities	1
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	1
Using Technology	2

Unit THHGFA03A

Audit Financial Procedures

Unit Descriptor	This unit deals with the skills and knowledge to audit financial procedures in a broad range of industry contexts. .

Element	Performance Criteria
1 Monitor financial procedures	- Transactions are checked in accordance with enterprise procedures. - Transactions are accurately balanced. - Balances prepared by others are checked in accordance with enterprise procedures. - Financial systems are implemented and controlled in accordance with enterprise procedures. - Systems are monitored and input provided to appropriate management on possible improvements. - Discrepancies are identified and resolved according to level of responsibility.
2 Complete financial reports	- Routine reports are accurately completed within designated timelines. - Reports are promptly forwarded to the appropriate person/department.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Transactions and financial/statistical reports may relate to:
  - daily, weekly, monthly transactions and reports
  - break-up by department
  - occupancy
  - sales performance
  - commission earnings
  - sales returns
  - commercial account activity
  - foreign currency activities
  - all types of payment.

- Financial systems may include, but are not limited to systems for:
  - petty cash
  - floats
  - debtor control
  - banking procedures.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - typical financial control processes and procedures as appropriate to industry sector
  - auditing and financial reporting processes (both internal and external)
  - importance of auditing and reporting processes in overall financial management of an establishment.

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:

- Look for:
  - ability to accurately audit and provide reports on routine financial procedures within enterprise acceptable timeframes
  - understanding of how the auditing process impacts on overall financial management.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THHGFA02A Maintain Financial Records.

- There is also a very strong link between this unit and the following units:
  - THHGFA04A Prepare Financial Statements
  - THHGLE01A Monitor Work Operations (especially in sectors where this function is carried out by supervisors and team leaders).

- As this unit relates to general auditing skills it could also be delivered/assessed in conjunction with a number of other operational and service units as appropriate to the industry sector and individual workplace.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	1
Planning and Organising Activities	1
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	1
Using Technology	1

Unit THHGFA04A

Prepare Financial Statements

Unit Descriptor	This unit deals with the skills and knowledge required to prepare the financial statements required to monitor business performance.

Element	**Performance Criteria**
1 Post transactions to ledgers	• Transactions are accurately posted from journals to the appropriate ledger accounts in accordance with accounting practices and enterprise procedures.

2 Make end of period adjustments	• Ledgers are monitored and accurately adjusted at the appropriate time.
	 • Adjustments are taken into account including as appropriate:
	   • pre-payments
	   • accruals
	   • depreciation
	   • bad debts
	   • closing stock.
	 • Errors and discrepancies are noted and action is taken to rectify the discrepancies.

3 Produce balance sheets and profit and loss statements	• Balance sheets and profit and loss statements are accurately produced in accordance with standard accounting practices and enterprise requirements. • Information is accurately interpreted and distributed to appropriate people within required timeframes.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Recording mechanisms/systems may be manual or automated.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic accounting principles and practices including:
    - double entry system and concept of debits and credits in bookkeeping
    - basic transaction groups – assets, liabilities, proprietorship, income, expenses
    - balance sheet/profit and loss statement preparation.

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:

- Look for:
  - ability to accurately prepare and interpret financial statements within enterprise acceptable timeframes
  - understanding of general accounting principles and practices as detailed in the Evidence Guide.

Linkages to Other Units:

- This unit underpins effective performance in a range of other financial administration and management units and combined training and assessment may be appropriate. These include but are not limited to:
  - THHGFA02A Maintain Financial Records
  - THHGFA03A Audit Financial Procedures
  - THHGLE13A Manage Finances Within a Budget
  - THHGLE14A Prepare and Monitor Budgets
  - THHGLE15A Manage Financial Operations.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	1

Unit THHGFA05A

Manage Payroll Records

Unit Descriptor	This unit deals with the skills and knowledge required to manage payroll records for employee salaries and statutory record keeping purposes.

Element | **Performance Criteria**

1   Prepare payroll data

- Gross pay is accurately calculated from information contained in nominated industrial awards and government legislation.
- Statutory and voluntary deductions are accurately calculated from relevant documentation.
- Payment due to individual employees is calculated, or data referred to payroll processor for calculation within designated timelines.
- Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees.

2   Process payment of salaries

- Salaries and wages are prepared and issued within designated timelines.
- Records are kept and maintained for taxation and auditing purposes.
- Designated security procedures are followed at all times to ensure confidentiality and security of information.
- Salary, wage and related enquiries are dealt with promptly and courteously.
- Records are kept for the period as determined by government legislation.

3   Administer P.A.Y.E salary records

- Employee group certificate amounts are prepared and balanced from salary records.
- Declaration forms for new and existing employees are completed in accordance with Australian Taxation Office (ATO) requirements.
- Payments to government authorities are prepared and dispatched within the timelines designated by the authority.
- Group tax amounts are calculated and/or transcribed and payments made in accordance with ATO procedures.
- Periodic deductions are forwarded to nominated creditors within designated timelines.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Recording mechanisms/systems may be manual or automated.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - Australian Taxation Office requirements for PAYE records and payments
  - knowledge of appropriate industrial awards for calculating pay.

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:

- Look for:
  - ability to accurately calculate pay, produce accurate pay advice slips and maintain PAYE records in accordance with enterprise and government requirements
  - general knowledge of payroll procedures.

Linkages to Other Units:

- This unit relates to a specialist payroll function that is often carried out by team leaders, supervisors or managers. It could be delivered/assessed in conjunction with a number of other operational and service units as appropriate to the industry sector and individual workplace.

- 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.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
COMPUTER TECHNOLOGY

THT 98 Tourism Training Package
© Australian National Training Authority

Unit THHGCT01A

Access and Retrieve Computer Data

Unit Descriptor	This unit deals with the skills and knowledge required for basic data entry on a computer.

Element	**Performance Criteria**
1 Open file	• The computer is turned on/accessed correctly. • Appropriate software is selected or loaded from the menu. • The file is correctly identified and opened. • The keyboard/mouse is operated within the designated speed and accuracy requirements.
2 Retrieve and amend data	• Data to be retrieved is located within the file. • A copy of the data is printed as required. • Information for editing is correctly identified. • Information is entered, changed or deleted using appropriate input device. • Data is regularly saved to avoid loss of information
3 Close and exit files	• Files are closed and programs exited in accordance with procedures.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Computer systems and software programs will vary depending upon the enterprise.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic database functions
  - data entry
  - OHS guidelines for computer based equipment.

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:

- Look for:
  - ability to accurately enter and amend data within designated timelines.

Linkages to Other Units:

- There is a strong link between this unit and a range of other clerical/office based units. Depending upon the industry sector and workplace combined training/assessment may be appropriate.

- For example, in enterprises with automated information/reservations systems assessment and training could be in conjunction with:
  - THHBFO01A Receive and Process Reservations (Hospitality Training Package)
  - THTSOP06A Receive and Process Reservations (Tourism Training Package)
  - THTSOP01A Operate an Automated Information System (Tourism Training Package).

Competency Standards

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

Unit THHGCT02A

Produce Documents on Computer

Unit Descriptor	This unit deals with the skills and knowledge required to produce simple computer documents using a single word processing computer application.

Element	**Performance Criteria**
1 **Create computer file**	• The computer is correctly turned on/accessed. • Disks are formatted as appropriate. • Appropriate software is loaded or selected from the menu. • New files are opened, named and formatted as required. • Requirements are discussed and clarified with the person requesting the documents, where appropriate.
2 **Produce document from written or oral text**	• The keyboard/mouse is operated within the designated speed and accuracy requirements. • Documents produced are an accurate reflection of original text. • Documents are produced in required style and format. • Documents are produced within designated timelines. • Documents are saved regularly to avoid loss of data. • Spelling and grammar are checked. • Drafts are proofread prior to printout.
3 **Print and deliver document**	• Print preview is used to check documents for format and layout. • Appropriate stationery is loaded into the printer. • Documents are printed as required. • Documents are proof read and changes made as required. • Documents are delivered to the appropriate person within designated timelines.
4 **Save, exit and shutdown**	• Files are saved, closed and programs are exited in accordance with specified procedures. • Disks/data is filed and stored in accordance with organisational procedures. • Back-up files are made in accordance with specified procedures if required.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- This unit relates to the use of word processing software.

- Computer systems and software programs will vary depending upon the individual enterprise.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - appropriate computer systems
    - written communication skills
    - keyboarding skills
    - OHS guidelines for computer-based equipment
    - working knowledge of at least one computer software program.

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:

- Look for:
    - ability to consistently produce accurate documents in a required format and within enterprise-accepted time lines
    - understanding of various applications of software
    - speed and accuracy performed to enterprise standards: this may be the standard outlined in Standards Australia AS 2708-1991 typing speed or AS 3549-1989 typing accuracy.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
    - THHGCT01A Access and Retrieve Computer Data.

- There is a strong link between this unit and a range of other clerical/office-based units. Depending upon the industry sector and workplace, combined training/assessment may be appropriate. Examples may include but are not limited to:
    - THHGGA02A Perform Clerical Procedures
    - THHGGA03A Source and Present Written Information.

Competency Standards

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THHGCT03A

Design and Develop Computer Documents, Reports and Worksheets

Unit Descriptor	This unit deals with skills and knowledge required to take responsibility for the set up and production of computer documents using a range of sotfware applications. Applications may be word processing, desktop publishing or spreadsheet applications.

Element	**Performance Criteria**
1 Determine presentation and format of document	• Software most appropriate to the nature of the document is selected from a range of options. • Layout and style of document are selected according to particular information and presentation requirements. • Document design is consistent with enterprise guidelines. • Document format is created ready for the entry of information. • Format and presentation are discussed and clarified with the person requesting the document. • Format and presentation take account of the audience for whom the document is intended.
2 Produce document	• The keyboard/mouse is operated within the design speed and accuracy requirements. • Documents are produced in required style and format. • Documents are produced within designated timelines. • Documents are saved regularly to avoid loss of data. • Spelling and grammar is checked. • Drafts are proof-read prior to printout.

| 3 | **Print and deliver document** | • The keyboard/mouse is operated within the designated speed and accuracy requirements.
• All information is clearly and accurately presented using a broad range of software package functions.
• Information from other documents within same software packages, or printed material is inserted as required.
• Information from other software packages is integrated as required.
• Documents are proof-read for accuracy and consistency.
• Documents are edited as required.
• Documents are saved regularly to avoid loss of data.
• Layout is modified to improve appearance and meet required specification.
• Documents are printed and presented according to requirements. |

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- This unit relates to the use of word processing, desktop publishing or spreadsheet software applications.

- Computer systems and software programs will vary depending upon the individual enterprise.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - appropriate computer systems
    - OHS guidelines relating to computer equipment
    - application of standard software programs for word processing, database and spreadsheet functions.

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:

- Look for:
    - ability to develop and produce professional, accurate, user friendly documents for a range of situations and contexts
    - appropriate formatting of documents.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    - THHGCT01A Access and Retrieve Computer Data
    - THHGCT02A Produce Documents On Computer.

- There is a strong link between this unit and a range of other general and area specific units. Depending upon the industry sector and workplace combined training/assessment may be appropriate. Examples may include but are not limited to:
    - THHGGA03A Research and Present Information
    - THHGGA04A Prepare Business Documents.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	2

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
TECHNICAL & MAINTENANCE SERVICES

Unit THTGTM01A

Carry out General Maintenance

Unit Descriptor	This unit deals with the skills and knowledge required to carry out general maintenance activities in tourism enterprises.

Element	**Performance Criteria**
1 Perform maintenance tasks	• Prompt response is made to requests for maintenance assistance. • Maintenance tasks are carried out correctly, promptly, in accordance with company policy and procedures. • Tasks are carried out according to schedule. • Tasks are carried out with minimum disruption to customers. • Work areas are enclosed where appropriate to ensure safety of customers. • Completed work meets quality requirements. • Work areas are cleaned at completion of work. • Problems requiring specialist assistance are identified, and help is sought from the appropriate tradesperson or supervisor.
2 Use and care for equipment	• Problems or faults are identified and reported to appropriate personnel. • Basic maintenance is carried out on equipment on a regular basis according to company practice. • Equipment is stored in the designated area. • Equipment is stored safely according to manufacturer's specifications and occupational health and safety standards.
3 Perform administrative tasks	• Maintenance request forms are accurately interpreted. • Instructions are clarified with the person making a request, when required. • Work report forms are accurately completed and forwarded to the appropriate person.
4 Assist in special projects	• Work on special projects is correctly carried out under direction from the appropriate specialist or supervisor. • Liaison with other project members is undertaken to ensure effective co-ordination of tasks in the total project.

5	**Liaise with contractors**	• Contact is established and maintained with appropriate contractors to ensure effective co-ordination of maintenance work.
		• Assistance and information is provided to contractors when required.
		• Accurate information is relayed between contractors and maintenance supervisors when required.

Range of Variables

- This unit may apply to any sector of the tourism industry but has particular relevance for attractions and theme parks.

- Maintenance tasks may include:
  - simple repairs
  - servicing equipment
  - painting & decorating
  - minor demolition.

- Special projects may include:
  - construction of new attractions
  - landscaping
  - major demolition.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - customer service skills
  - safety and emergency procedures in relation to general maintenance activities
  - technical/equipment procedures for commonly used maintenance tools and equipment.

Context of Assessment:

- This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where access to items requiring maintenance and maintenance equipment are provided. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to safely and correctly use equipment
  - ability to perform a range of routine maintenance tasks within enterprise acceptable timeframes
  - knowledge of general procedures and requirements that apply to routine maintenance work.

Linkages to Other Units:

- There is a link between this unit and the following unit:
  - THTGTM02A Carry out Grounds Maintenance.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THTGTM02A

Carry Out Grounds Maintenance

Unit Descriptor	This unit deals with the skills and knowledge required to carry our general grounds and garden maintenance in tourism enterprises.

Element	**Performance Criteria**
1 Perform routine gardening activities	• Routine gardening activities are correctly carried out under direction from the supervisor. • Proven gardening techniques are correctly used. • Correct clothing is worn according to type of work being completed and prevailing conditions. • Tasks are carried out according to schedule. • Minimum disruption is caused to customers. • Completed work meets quality requirements. • Work areas are cleaned at completion of work. • Problems requiring specialist assistance are identified and help is sought from the appropriate supervisor.
2 Monitor the appearance and quality of grounds and gardens	• Sickly and unsightly plants are identified and removed or treated. • Grounds are kept free of litter. • Lawns are kept in condition as specified by the enterprise. • Beds and lawns are kept free of weeds. • Hazards are identified and action taken promptly within the scope of individual responsibility. • Ways of improving grounds and gardens presentation are identified and suggested to the appropriate supervisor.
3 Use and care for equipment	• Problems or faults are identified and reported to appropriate personnel. • Basic maintenance is carried out on gardening equipment according to company practice. • Equipment is stored in the designated area. • Equipment is stored safely according to manufacturer's specifications and occupational health and safety standards.
4 Assist in special gardening projects	• Work on special projects is correctly carried out under direction from the appropriate specialist or supervisor. • Liaison with other project members is undertaken to ensure effective co-ordination of tasks in total project.

5   Liaise with contractors

- Contact is established and maintained with appropriate contractors to ensure effective co-ordination of maintenance work.
- Assistance and information is provided to contractors when required.
- Accurate information is relayed between contractors and maintenance supervisors when required.

Range of Variables

- This unit may apply to any sector of the tourism industry but has particular relevance for attractions and theme parks.

- Routine gardening tasks may include but are not limited to:
    - mowing
    - weeding
    - pruning
    - planting and sowing
    - spraying.

- Gardening projects may include but are not limited to:
    - new beds
    - landscaping
    - planting
    - moving plants and trees.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - customer service skills
  - safety and emergency procedures in relation to grounds maintenance
  - technical/equipment procedures for commonly used equipment in grounds maintenance
  - chemical usage in grounds maintenance
  - basic gardening techniques
  - basic plant knowledge
  - environmental issues and legislation affecting grounds maintenance.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated workplace environment with access to gardens and gardening equipment. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to correctly and safely operate equipment
  - ability to perform a range of routine ground maintenance tasks within enterprise acceptable timeframes
  - knowledge of general procedures and requirements that apply to grounds maintenance work.

Linkages to Other Units:

- There is a link between this unit and the following units:
  - THTGTM01A Carry out General Maintenance
  - Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit THTGTM03A

Monitor Water Quality

Unit Descriptor	This unit deals with the skills and knowledge required to maintain pool water quality in tourism enterprises.

Element

Performance Criteria

1   Test water

- Testing of water is carried out on a regular basis according to enterprise procedures.
- Water is tested for PH level, total alkalinity and chlorine levels.
- Levels are accurately read and compared to prescribed levels.
- Special problems are identified.

2   Monitor pumps and filtration equipment

- Pumps and filtration equipment are tested on a regular basis according to enterprise procedures.
- Filters are changed and cleaned on a regular basis according to enterprise procedures.

3   Deal with water problems

- Special water quality problems are accurately diagnosed and appropriate treatment is determined.
- Problems requiring specialist assistance are identified.

4   Top up chemicals

- Top-up chemical requirements are identified accurately and carefully measured.
- Chemicals are distributed to pools at correct time and in correct quantities according to enterprise practices.
- Chemicals are lifted and carried using correct lifting techniques and appropriate equipment.
- Hazardous chemicals are identified and handled with care, according to occupational health and safety guidelines.
- Appropriate protective clothing is worn when handling chemicals.

5   Test discharge

- Discharge to be drained off is tested to ensure that it complies with local council regulations and environmental legislation.

6   Monitor water volumes

- Water volumes are tested regularly to ensure that damage to filtration systems is avoided and efficiency of pumps is maintained.

7	**Carry out minor maintenance and plumbing**	• Faults and problems requiring routine maintenance are rectified, including:
		  • minor plumbing
		  • removing and repairing underwater lighting
		  • dredging.

8	**Coordinate contractors**	• Problems requiring maintenance specialists are identified. • Specialist maintenance contractors are employed according to enterprise policy. • Specialists are accurately informed of specifications for the job. • Contractors are monitored to ensure that the work is carried out according to specifications.

9	**Undertake manual cleaning**	• Manual cleaning is carried out regularly and according to enterprise policy, including:
		  • removing leaves and debris
		  • vacuuming.

Range of Variables

- This unit may apply to any sector of the tourism industry but has particular relevance for attractions and theme parks.

- This unit applies to the monitoring and maintenance of water quality in pools. Pools include all types of pools which may be found in tourism enterprises including but not limited to:
  - swimming pools
  - animal pools
  - water ride pools
  - decorative pools and fountains.

- Testing may be by a range of methods including but not limited to:
  - chemical testing
  - probes
  - electronic metres.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - state/territory, federal and local government legislation and regulations with regard to water maintenance and disposal
  - occupational health and safety, requirements particularly in relation to the storage and handling of chemicals, and the lifting of heavy articles.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job or in a simulated workplace environment with access to items requiring water maintenance equipment. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to correctly and safely operate equipment
  - ability to perform a range of water quality-related tasks within enterprise acceptable timeframes
  - knowledge of general procedures and requirements that apply to the monitoring of water quality.

Linkages to Other Units:

- This unit should be assessed alone.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	1
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

Unit THTGTM04A
Carry Out Specialist Maintenance and Construction

Unit Descriptor	This unit deals with the skills and knowledge required to undertake specialist maintenance and construction activities in tourism enterprises. These activities are generally carried out by qualified trades people.

Element	**Performance Criteria**
1 Perform specialist maintenance and construction tasks	• A prompt response is made to requests for maintenance assistance. • Specialist maintenance and construction is correctly performed according to established trade practice and safety standards. • Contact is established and maintained with other specialist trades people where appropriate to ensure effective and efficient co-ordination of tasks within an overall project. • Relevant colleagues are kept informed of work progress and any changes to schedule. • Completed work meets quality requirements. • Work is completed within the allocated budget. • Work is conducted in a manner which causes minimum disruption to customers.
2 Supervise trade assistants	• Trade assistants are given clear work instructions. • Understanding is checked before work commences. • The quality of work is monitored and remedial action taken where necessary. • Assistance from maintenance supervisors is sought where appropriate.
3 Maintain supplies and equipment	• Specialist supplies are monitored to ensure continuity of supply. • Additional supplies are ordered within time parameters which prevent delay to maintenance and construction work. • Equipment is checked and action taken to initiate any repairs so that impact on progress of work is minimised.

4	**Carry out administrative procedures**	• Work report forms are accurately completed and forwarded to the appropriate area in the required timeframe. • Order forms are accurately completed and processed according to company policy and procedures. • Statutory documents are correctly completed and forwarded to authorities within the required timeframe. • Labour and equipment costs are correctly estimated and supplied to the appropriate supervisor as required.
5	**Identify and resolve maintenance and construction problems**	• Problems which fall within the area of expertise are promptly identified and action initiated to resolve the situation. • Colleagues are informed of the nature of the problem and the course of action to be taken. • Safety issues are identified and reported according to company policy and procedures. • The need for specialist assistance is identified. • Specialist assistance is organised according to company policy and procedures.
6	**Coordinate contractors**	• Problems requiring specialists are identified. • Specialist maintenance contractors are employed according to enterprise policy. • Specialists are accurately informed of job specifications. • Contractors are monitored to ensure that the work is carried out according to specifications. • Administrative requirements for contracted work are correctly completed within the appropriate timeframe.
7	**Participate in construction of new rides and attractions**	• Specialist work on rides and attractions is carried out at the direction of the designated expert. • Special safety issues are considered during performance of the work. • Issues unique to rides and attractions are analysed prior to commencement of the specialist trade work. • Liaison is undertaken with members of the project team to ensure effective co-ordination of ride construction.

Range of Variables

- This unit may apply to any sector of the tourism industry but has particular relevance for attractions and theme parks.

- Specialised trade areas may include but is not limited to:
  - mechanics
  - carpenters and builders
  - electronics technicians
  - audiovisual
  - pyrotechnicians
  - fitters & turners
  - plumbers
  - electricians
  - marine mechanics
  - fibre glassers
  - groundspersons & gardeners
  - painters & decorators
  - locksmiths
  - filtration technicians.

- Maintenance operations may be for the following areas:
  - equipment (including rides)
  - water operations (including pools)
  - vehicles
  - grounds & gardens
  - buildings
  - animal enclosures
  - gates & fences
  - amenities
  - theatres, stages & podiums.

Evidence Guide

Underpinning Skills and Knowledge:

- Qualification in the appropriate specialist trade or post trade area is a prerequisite for this unit.

- To demonstrate competency evidence of skills and knowledge in the following areas is required:
  - customer service skills
  - enterprise safety and emergency procedures
  - general knowledge of the tourism industry and of the operation of tourist facilities.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job where actual construction and maintenance projects are undertaken. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to integrate technical trade skills with the requirements of working within the environment of a tourist facility
  - ability to communicate effectively with other trades people and colleagues
  - ability to coordinate and monitor specific construction and maintenance projects to meet enterprise timelines.

Linkages to Other Units:

- This unit should be assessed alone.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THTGTM05A

Supervise Maintenance Operations

Unit Descriptor	This unit deals with the skills and knowledge required to supervise maintenance operations in tourism enterprises.

Element | **Performance Criteria**

1 Monitor regular maintenance

- All physical assets are regularly checked to ensure safety and efficient operation.
- Need for maintenance is identified and work initiated.
- Contact is established and maintained with trades people and trade assistants in area of responsibility.
- Informal updates and suggestions for improvements to maintenance systems are requested.
- Quality checks on maintenance work are performed regularly and appropriate action taken.

2 Ensure supply of materials for regular maintenance

- Supplies of materials and equipment are monitored.
- Additional materials and equipment are ordered where required within required time frames to minimise delays in completion of work.
- Materials and equipment are supplied within budget.

3 Deal with maintenance and construction problems

- Problems are promptly identified and considered from an operational and customer service perspective.
- Short term action is initiated to resolve the immediate problem where appropriate.
- Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
- Where problems are raised by team members, they are encouraged to participate in solving the problem.
- Follow up action is taken to monitor the effectiveness of solutions in the workplace.

4	**Coordinate maintenance and construction projects**	• Maintenance and construction projects are planned and scheduled in consultation with maintenance colleagues and management.
		• Plans and schedules take account of the need for minimum disruption to customers.
		• Project budgets are accurately prepared and submitted for approval.
		• Materials and equipment are obtained within required time frames.
		• Projects are monitored.
		• Progress against budget is monitored and reported to management.
5	**Coordinate contractors**	• Problems requiring specialists are identified.
		• Specialist maintenance contractors are employed according to enterprise policy.
		• Specialists are accurately informed of job specifications.
		• Contractors are monitored to ensure that the work is carried out according to specifications.
6	**Administer maintenance and construction**	• Maintenance and construction records and inventory are accurately maintained and provided to management when required.
		• Information is obtained from trades people within required timeframe.
		• Maintenance reports are developed and presented to management.
		• Reports are accurate, clear and concise.
7	**Provide maintenance and construction advice to management**	• Material and labour costs are estimated and submitted to management on request.
		• Accurate progress reports on maintenance and construction projects are provided to management.
		• Suggestions for improvement in maintenance operations are made to management.
		• Input to management takes account of feedback from maintenance personnel.

Range of Variables

- This unit may apply to any sector of the tourism industry but has particular relevance for attractions and theme parks.

- Specialised trade areas to be supervised may include but are not limited to:
  - mechanics
  - carpenters and builders
  - electronics technicians:
    - audio technicians
    - pyrotechnicians
  - fitters and turners
  - plumbers
  - electricians
  - marine mechanics
  - fibre glassers
  - groundspersons & gardeners
  - painters and decorators
  - locksmiths
  - filtration technicians.

- Maintenance operations may be for the following areas:
  - equipment (including rides)
  - water operations (including pools)
  - vehicles
  - grounds & gardens
  - buildings
  - animal enclosures
  - gates & fences
  - amenities
  - theatres, stages & podiums.

Evidence Guide

Underpinning Skills and Knowledge:

- Trade, post trade or professional qualification in a relevant field is a pre-requisite for this unit.

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - project planning in relation to maintenance operations
    - control systems in relation to maintenance and construction activities within a tourism enterprise
    - legal issues in relation to maintenance and construction activities within a tourism enterprise
    - problem solving and decision making.

Context of Assessment:

- This unit must be assessed through practical demonstration on the job where supervision of construction and maintenance projects may be demonstrated. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to plan and monitor a range of maintenance and construction projects within a tourism environment
    - develop, monitor and administer maintenance systems including those relating to equipment, supplies, preventative activities and coordination of contractors
    - understanding of how maintenance and construction activities fit into the overall operation of a tourism enterprise.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    - THTGTM04A Carry Out Specialist Maintenance and Construction
    - THHGLE01A Monitor Work Operations
    - THHGLE02A Implement Workplace Health, Safety and Security Procedures.

- Combined delivery/assessment may be appropriate and care should be taken to avoid duplication between these units.

- There is also a link between this unit and unit THHGLE16A Manage Physical Assets.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

THT 98 Tourism Training Package
© Australian National Training Authority

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
MERCHANDISE SALES

Unit WRRS.1A
Sell Merchandise

Unit Descriptor	This unit deals with the skills and knowledge required to sell merchandise products. This unit is from the National Retail Industry Training Package.

Element	**Performance Criteria**
1 Apply product knowledge	• Knowledge of the use and application of relevant products and services is demonstrated. • Experienced sales staff or product information guide are consulted to increase product knowledge.
2 Approach customer	• Timing of the customer approach is determined and applied. • An effective sales approach is identified and applied. • A positive impression is conveyed to arouse customer interest. • Knowledge of customer buying behaviour is demonstrated. • The customer is focused on specific merchandise.
3 Gather information	• Questioning techniques are applied to determine customer buying motives. • Listening skills are used to determine customer requirements. • Non-verbal communication cues are interpreted and clarified. • Customers are identified by name where possible.
4 Sell benefits	• Customer needs are matched to appropriate products and services. • Knowledge of product features and benefits are communicated clearly to customers. • Product use and safety requirements are described to customers. • Customers are referred to an appropriate product specialist as required. • Routine customer questions about merchandise, eg. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff.

5	**Overcome objections**	• Customer objections are identified and accepted.
		• Objections are categorised into price, time and merchandise characteristics.
		• Solutions are offered according to store policy.
		• Problem solving is applied to overcome customer objections.
6	**Close sale**	• Customer buying signals are monitored, identified and responded to appropriately.
		• The customer is encouraged to make purchase decisions.
		• Appropriate method of closing sale is selected and applied.
7	**Maximise sales opportunities**	• Opportunities for making additional sales are recognised and applied.
		• The customer is advised of complementary products or services according to customer's identified need.
		• Personal sales outcomes are reviewed to maximise future sales.

Range of Variables

- This unit applies to all tourism industry sectors where merchandise sales form part of the overall business operation.

- The following variables may be present:
  - store policy and procedures in regard to selling products and services

  - size, type and location of store

  - store merchandise range

  - store service range

  - store sales approach

  - product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability

  - customers with routine or special requests

  - regular and new customers

  - selling may be face-to-face or by telephone

  - customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

  - levels of staffing, eg. staff shortages

  - varying levels of staff training

  - routine or busy trading conditions

  - full-time, part-time or casual staff

  - customer lists

  - handling techniques may vary according to stock characteristics and industry codes of practice.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - store policies and procedures in regard to selling products and services

  - relevant legislation and statutory requirements including consumer law

  - industry codes of practice

  - store merchandise and service range

  - listening and questioning techniques

  - verbal and non-verbal communication skills

  - negotiation techniques

  - customer buying motives

- customer categories/types

- types of customer needs, eg. functional, psychological

- problem solving techniques

- performance analysis techniques

- basic level of product knowledge

- selling skills to include:

  - opening techniques

  - buying signals

  - strategies to focus customer on specific merchandise

  - add-ons and complementary sales

  - overcoming customer objections

  - closing techniques.

- The following may be required:
  - literacy skills in regard to product knowledge

  - numeracy skills in regard to handling of tender, weighing and measuring goods.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - ability to apply selling techniques in a retailing environment

  - general product knowledge.

Linkages to Other Units:

- There is a strong link between this unit and the following units:
  - WRRS.2A Advise on Products and Services

  - WRRCS.2A Apply Point of Sale Handling Procedures.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	-

Unit WRRS.2A

Advise on Products and Services

Unit Descriptor	This unit deals with the skills and knowledge required to offer advice to customers on merchandise products. This unit builds on WRRS.1A Sell Merchandise..

Element	**Performance Criteria**

1 Develop product knowledge	• Product knowledge is developed, maintained and conveyed to other staff members as required.
	• Comparisons between products and services are researched and applied including:
	  • Brand options
	  • Product features
	  • Warranties
	  • price.
	• Knowledge of competitors' product and service range and pricing structure is demonstrated.

2 Recommend specialised products	• Merchandise is evaluated according to customer requirements. • Features and benefits of products and services are demonstrated to customers to create a buying environment. • Detailed specialised knowledge of products is applied to provide accurate advice to customers.

Range of Variables

- This unit applies to all tourism industry sectors where merchandise sales form part of the overall business operation.

- The following variables may be present:
  - store policy and procedures in regard to selling products and services

  - size, type and location of store

  - store merchandise range

  - store service range

  - product knowledge and training available

  - specialist products and services

  - customers with routine or special requests

  - customers with special needs

  - regular and new customers

  - customers from a range of social, cultural or ethnic backgrounds and physical and mental abilities

  - levels of staff training.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - store policies and procedures in regard to customer service, and selling products and services

  - relevant legislation and statutory requirements including consumer law

  - industry codes of practice

  - verbal and non-verbal communication skills

  - store merchandise and service range

  - problem solving techniques

  - research skills

  - specialist product knowledge including:
    - specialised products

    - warranties

    - corresponding benefits of various products

    - shelf life; use-by date

    - storage requirements

    - ingredients or materials contained in product

- features and use of products
- corresponding or complementary products and services
- stock availability
- ordering procedures
- literacy skills in regard to product knowledge
- numeracy skills in regard to handling of tender, weighing and measuring goods.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - ability to provide in-depth advice on merchandise products as appropriate to the enterprise.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - WRRS.1A Sell Merchandise.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	1
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	-
Solving Problems	2
Using Technology	-

Unit WRRCS.2A

Apply Point of Sale Handling Procedures

Unit Descriptor   This unit deals with the skills and knowledge required to operate at the point of sales area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction.

Element	**Performance Criteria**
1 Operate point of sale equipment	• Point of sale equipment is operated according to design specifications. • Point of sale terminal is opened and closed according to enterprise procedure. • Point of sale terminal is cleared and the tender is transferred according to enterprise procedure. • Cash handling is conducted according to enterprise security procedures. • Supplies of change in point of sale terminal are maintained according to enterprise policy. • Active point of sale terminals are attended to according to enterprise policy. • Records are completed for any transaction efforts according to enterprise policy. • Adequate supplies of dockets, vouchers and point of sale documents are maintained. • Customers are informed of delays in the point of sales operation.
2 Perform point of sale transactions	• Point of sale transactions are completed according to enterprise policy. • Enterprise procedures are identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque and lay-by, gift vouchers. • Enterprise procedures are identified and applied in regard to exchanges and returns. • Goods are moved through point of sale area efficiently and with attention to fragility and packaging. • Information is entered into point of sale equipment accurately. • Price/total/amount of cash received is stated verbally to customer. • Correct change is tendered.

3   **Complete sales**

- Customer order forms, invoices, and receipts are completed accurately.
- Customer delivery requirements are identified and processed accurately, without undue delay.
- Sales transactions are processed without undue delay, or customers are directed to point of sale terminals according to enterprise policy.

4   **Wrap and pack goods**

- Adequate supplies of wrapping material or bags are maintained/requested.
- Appropriate packaging material is selected.
- Merchandise is wrapped neatly and effectively where required.
- Items are packed safely to avoid damage in transit and labels attached where required.
- Transfer of merchandise for parcel pick-up or other delivery methods is arranged if required.

Range of Variables

- This unit applies to all tourism industry sectors where merchandise sales form part of the overall business operation.

- The following variables may be present:
    - enterprise policies and procedures in regard to operation of point of sale equipment, security and sales transactions

    - enterprise facilities in regard to customer service

    - size, type and location of enterprise

    - enterprise merchandise range including six and weight

    - enterprise services range

    - regular and new customers

    - customers may include cash or non-cash transactions including EFTPOS, cheques, credit cards, smart cards, lay-by, credits and returns, and gift vouchers.

    - point of sale equipment may be manual or electronic

    - point of sale transactions may include but are not limited to:
        - cash or non-cash transactions including

        - EFTPOS

        - cheques

        - credit cards/smart cards

        - lay-by

        - credits and returns

        - gift vouchers

    - wrapping techniques may vary according to merchandise range

    - levels of staffing, eg. staff shortages

    - varying levels of staff training

    - routine or busy trading conditions

    - full-time, part-time or casual staff

    - customers with routine or special requests

    - handling techniques may vary according to stock characteristics and industry codes of practice

    - bag checking procedures.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - enterprise policies and procedures in regard to customer service and point of sale techniques
    - relevant legislation and statutory requirements including consumer law
    - industry codes of practice
    - stock availability
    - range of services provided by the store
    - questioning/listening techniques
    - wrapping and packing techniques
    - store bag checking procedures
    - time management
    - operation of point of sale equipment
    - merchandise handling techniques
    - literacy skills in regard to written sales and delivery documentation
    - numeracy skills in regard to handling of cash
    - use of point of sale equipment and procedures including:
        - registers
        - numerical display boards
        - calculators
        - electronic scales
        - scanners
        - EFTPOS
        - credit cards
        - lay-by
        - credits and returns.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - ability to correctly operate point of sale equipment and apply other point of sale procedures in accordance with enterprise procedures and within enterprise acceptable timeframes.

Linkages to Other Units:

- There is a strong link between this unit and the following units:
  - WRRS.1A Sell Merchandise
  - WRRS.2A Advise on Products and Services
  - WRRLP.2A Minimise Theft.

- Combined training/assessment may be appropriate.

- Please note that the content of this unit also overlaps with unit THHGFA01A Process Financial Transactions and care should be taken to avoid duplication in training and assessment.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit WRRLP.2A
Minimise Theft

Unit Descriptor	This unit deals the skills and knowledge required to maintain a secure retail workplace.

Element	**Performance Criteria**
1 Apply routine store security	• Enterprise security systems and procedures are applied according to enterprise policy. • Cash is handled and secured according to enterprise policy. • Suspect behaviour by customers is observed and dealt with according to enterprise policy. • Internal and external theft is dealt with according to enterprise policy. • Products and equipment are stored in a secure manner.
2 Minimise theft	• Appropriate action is taken to minimise theft by applying enterprise procedures. • Merchandise is matched to correct price tags. • Surveillance of merchandise which can be easily stolen is maintained according to enterprise policy and industry codes of practice. • Customers' bags are checked as required at point of sale according to enterprise policy and industry codes of practice. • Security of cash, cash register and keys is maintained according to enterprise policy. • Security of stock, cash and equipment in regard to customers, staff and outside contractors is maintained according to enterprise policy. • Suspected or potential thieves are dealt with according to enterprise policy and procedures.

Range of Variables

- This unit applies to all tourism industry sectors where merchandise sales form part of the overall business operation.

- The following variables may be present:
  - enterprise policies and procedures in regard to security
  - enterprise policies will take into account local and state security legislation and industry codes and practice
  - size and type and location of enterprise
  - enterprise merchandise and service range
  - special security requirements covering merchandise
  - types of security equipment
  - security procedures may deal with:
    - customers
    - staff
    - keys
    - visitors, sales representatives, contractors, vendors
    - stock
    - records
    - cash, credit
    - equipment
    - premises
    - armed hold-up
  - security equipment used eg. alarm systems, video surveillance, mirrors, locked and secure areas
  - levels of staffing, eg. staff shortages
  - varying levels of staff training
  - routine or busy trading conditions
  - full-time, part-time or casual staff.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence evidence of skills and knowledge in the following areas is required:
  - enterprise policies and procedures in regard to security
  - relevant legislation and statutory regulations including industry codes of practice particularly in regard to checking of customers' bags and purchases
  - enterprise merchandising system including price tags, labels, bar codes, price lists/catalogues
  - enterprise policies regarding checking of customers' bags and purchases
  - security procedures relating to cash handling, credit card, EFTPOS and cheque transactions
  - enterprise security equipment
  - reporting procedures for external/internal theft or suspicious circumstances.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - ability to correctly follow security procedures
  - knowledge of measures that can be taken to prevent theft and the range of security issues that apply in a retail environment.

Linkages to Other Units:

- There is a strong link between this unit and all other merchandise sales units.

- Combined delivery/assessment may be appropriate.

Key Competencies in this Unit	Level
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	1
Solving Problems	1
Using Technology	1

Unit WRRM.1A
Merchandise Products

Unit Descriptor	This unit involves the arrangement and presentation of retail products. It includes the setting up and maintenance of displays and labelling or pricing stock..

Element

Performance Criteria

1   Place and arrange merchandise

- Merchandise is unpacked in accordance with enterprise procedure.
- Merchandise is placed on floor, fixtures and shelves in determined locations.
- Merchandise is displayed to achieve a balanced fully stocked appearance and to promote sales.
- Damaged, soiled or out-of-date stock is identified and corrective action taken as required according to enterprise procedure.
- Stock range is placed to conform with fixtures, ticketing, prices or bar codes.
- Stock is rotated according to stock requirements and enterprise procedure.
- Stock presentation conforms to special handling techniques and other safety requirements.

2   Prepare display labels/tickets

- Labels/tickets for window, wall or floor displays are prepared according to enterprise policy.
- Tickets are prepared using electronic equipment or neatly by hand according to enterprise procedures.
- Soiled, damaged, illegible or incorrect labels/tickets are identified and corrective action is taken.
- Electronic ticketing equipment is used and maintained according to design specifications.
- Ticketing equipment is maintained and stored in a secure location.

3   Place, arrange and display price tickets and labels

- Tickets/labels are visible and correctly placed on merchandise.
- Labels/tickets are replaced according to enterprise policy.
- Correct pricing and information is maintained on merchandise according to enterprise procedures, industry codes and government requirements.

Competency Standards

4	**Maintain displays**	• Special promotion areas are reset and dismantled. • The supervisor is assisted in selection of merchandise for display. • Merchandise is arranged face-up as directed and/or according to layout specifications and load bearing capacity of fixtures. • Unsuitable or out of date displays are identified, reset and/or removed as directed. • Optimum stock levels are identified and stock replenished according to enterprise policy. • Display areas are maintained in a clean and tidy manner. • Excess packaging is removed from display areas.
5	**Protect merchandise**	• Correct handling, storage and display techniques are identified and used according to stock characteristics and industry codes.

Range of Variables

- This unit applies to all tourism industry sectors where merchandise sales form part of the overall business operation.

- The following variables may be present:
  - enterprise policy and procedures in regard to merchandising of stock
  - size, type and location of store
  - size, type and location of display areas and fittings
  - enterprise merchandise range
  - industry codes of practice
  - setting of new displays or maintaining existing displays
  - tickets may be provided, or produced electronically or manually
  - enterprise ticketing and pricing policy 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 and industry codes of practice
  - levels of staffing, eg, staff shortages
  - varying levels of staff training
  - routine or busy trading conditions
  - full-time, part-time or casual staff
  - merchandise may be characterised by:
    - type
    - size
    - brand
    - customer
    - colour.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence evidence of skills and knowledge in the following areas is required:
  - enterprise policy and procedures in regard to merchandising, ticketing, pricing and storage of stock
  - relevant legislation and statutory requirements including consumer law
  - industry codes of practice
  - Trade Practices and Fair Trading Acts for pricing and ticketing
  - principles of display
  - enterprise promotional themes
  - location of display areas
  - merchandise range
  - use of electronic labelling/ticketing equipment
  - availability and use of display materials
  - time management for building and rotating displays
  - correct handling techniques for protection of self and merchandise
  - stock rotation
  - stock replenishment
  - literacy and numeracy skills in relation to machine or manual preparation of labels/tickets
  - manufacturer's specifications in the use of electronic labelling/ticketing equipment
  - correct storage procedures for labelling/ticketing equipment and materials
  - safety requirements.

Context of Assessment:

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

Critical Aspects of Assessment:

- Look for:
  - ability to follow correct procedures for the merchandising of products in accordance with enterprise procedures
  - knowledge of techniques for the arrangement and presentation of merchandise.

Linkages to Other Units:

- This unit should be assessed alone.

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

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL TRAINING

Unit THHGTRO1A
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	• The need for coaching is identified based on a range of factors which could include:
	    • request for coaching from colleague to be coached
	    • own observation and workplace experience
	    • direction from other colleagues.
	• Specific coaching needs are identified through discussion with the colleague to be coached.
	• Where appropriate, a specific time and place for coaching is organised with the colleague in accordance with enterprise policy.

2 Coach colleagues on-the-job	• The overall purpose of coaching is explained to the colleague. • Specific skills to be coached are explained and demonstrated. • Any underpinning knowledge required is clearly communicated. • The colleague's understanding is checked. • The colleague is given the opportunity to practise the skill and ask questions. • Feedback is provided in a constructive and supportive manner.
3 Follow up coaching	• Progress with new skills is monitored in the workplace and supportive assistance is provided as required. • Progress is reported to the appropriate person as required. • Performance problems or difficulties with the coaching are identified and referred to the appropriate person for follow-up.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Coaching sessions could be conducted in a range of contexts including but not limited to:
  - on-the-job during work hours
  - before or after work
  - in a simulated location away from the actual workplace.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - competency in the skill being coached
  - basic principles of training (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
  - communication skills, specifically the use of questioning techniques and clarity in oral communication.

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:

- Look for:
  - ability to provide supportive on job coaching with constructive and supportive feedback
  - clarity in communication
  - knowledge of basic training principles.

Linkages to Other Units:

- There is a link between this unit and other training units and combined assessment/training may be appropriate.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THHGTR02A

Train Colleagues in the Workplace

Unit Descriptor	This unit describes the preparation, delivery and review of training in the workplace.
	The competencies identified in this unit are based on and equivalent to the National Workplace Trainer Competency Standards, Category 1, Units 1 – 3. Users should consult with Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Confirm the need for training	• The specific training need is identified. • The trainee is clearly informed of the competencies required. • Other relevant personnel are informed of the training need.

2 Plan and document one-to-one training sessions	• Training sessions are planned and defined to include:
	   • a clear statement of training objectives and measurable outcomes
	   • evidence required for assessment and how it will be collected.
	 • Steps in the training session follow a logical sequence.
	 • The training method(s) selected are appropriate for:
	   • the training outcomes
	   • the trainee
	   • availability of equipment and resources.

3 Arrange locations and resources	• Resources required for training are identified and approved. • Suitable, safe and accessible locations for the training are arranged. • Equipment, tools and other resources are organised. • Any required assistance for training or follow-up session is arranged.

4	**Prepare trainees**	• The training process is explained and discussed with the trainee, to ensure full understanding of:
		  • what the objectives are
		  • why it is required
		  • how it will be achieved and the sequence of activities
		  • the assessment process
		  • any barriers to performance.
		• The trainee and relevant personnel are informed of the time and place of the training session.

5	**Conduct one-to-one training sessions**	• A systematic approach is taken to instruction, taking into account:
		  • explanation
		  • demonstration
		  • review
		  • trainee explanation
		  • trainee demonstration
		  • feedback.
		• The level of experience, prior learning, language proficiency and other key personal trainee factors are sensitively taken into consideration during the instruction process.
		• Opportunities for practice are provided.
		• Constructive feedback and reinforcement during training and practice sessions are given to encourage trainees.
		• Trainees are encouraged to evaluate own performance.
		• Trainees' readiness for assessment is monitored.

6	**Assess one-to-one training session**	• Appropriate assessment techniques are selected and applied, and evidence is collected in accordance with the plan. • The trainee is sensitively informed of the outcomes of the assessment. • Where appropriate, remedial training requirements are identified. • Results of training are recorded according to organisation requirements.

7 **Evaluate one-to-one training sessions**

- The training session is evaluated based on:
  - performance of the trainee
  - feedback from the trainee
  - own performance.
- Evaluation includes:
  - clarity of presentation
  - any problems encountered
  - opportunities to practise
  - ability to apply outcomes.
- Adjustments to training are made on the basis of evaluation.

8 **Follow up training in the workplace**

- Relevant records are made and kept according to legislative and enterprise requirements.
- Trainees' performance is followed up in the workplace to assess the effectiveness of the training.
- Information on proposed and available training is provided to other personnel in the workplace.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Category 1 applies to those people, who provide training in the workplace but for whom the training function is not a major part of their job. They may provide training infrequently or regularly within a structured training context.

- Training is provided on a one-to-one basis or to small groups of trainees.

- This unit can be applied to either induction or on-the-job training, and to formal or informal training situations.

- Training be may related to any of the competencies required in tourism and hospitality establishments.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence evidence of skills and knowledge in the following areas is required:
  - principles of adult learning
  - basic training methods.

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:

- Evidence of competency should be obtained by observation of training delivery on at least one occasion. If this is not possible, then at least one direct observation should be supported by supplementary evidence, such as confirmation by a supervisor or discussions with trainees.

- Evidence of preparation, record keeping and review of the training session must be obtained.

Linkages with Other Units:

- This unit should be assessed alone.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGTR03A

Prepare for Training

Unit Descriptor	This unit deals with the skills and knowledge required to identify training needs and develop training to meet those needs. In many tourism and hospitality enterprises, this is a function of specialist training managers.
	This unit equates to National Workplace Trainer Standards Category 2, Unit 1. Users should consult with Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Confirm the need for training	• Information on training needs is collected using appropriate investigation methods. • Appropriate methods of analysis are used to interpret the information. • Conclusions about the need for training are verified with appropriate personnel.
2 Define training requirements	• Competencies that relate to specific jobs, roles or functions are identified. • Applicable endorsed competency standards are obtained and used. • Competencies held by individuals are correctly compared with competencies required for the job role or function. • Training outcomes are identified in consultation with relevant parties. • Barriers to learning are identified.

3   Develop training programs

- Learning outcomes clearly specify performance requirements and underpinning knowledge requirements.
- Sequence and timing of the learning outcomes are recorded.
- Strategies are adopted to make training accessible and effective for all trainees.
- Strategies to overcome barriers to learning are developed.
- Training methods are identified which are appropriate for:
  - training outcomes
  - trainee characteristics
  - availability of equipment and resources.
- Training is designed and developed so that learning will be confirmed and feedback provided at appropriate stages.
- Opportunity is provided for trainees to relate learning to their work situation.
- Trainees are given the opportunity to manage their own learning.
- Learning materials are identified.
- Evidence required for assessment and how it will be collected is stated.
- Training costs are identified and confirmed with appropriate personnel.

4   Prepare learning materials

- Learning outcomes are listed.
- Design decisions are taken to overcome barriers to learning.
- Subject matter required to achieve the learning outcomes is specified.
- Formats for the material are selected which enhance the learning capability of trainees.
- Text is appropriate in terms of language, style and level.
- Clear, accurate visual materials are used.
- Instructions for use of required equipment are provided.
- Copyright laws are observed.

5   **Manage training events**

- Resources required for training are identified and approved by appropriate personnel.
- A training location is identified and arranged to support the learning opportunities specified.
- The required equipment, tools and other resources are identified and arranged.
- Arrangements are made with any people who are required to help in the training program.
- The training environment arranged is safe and accessible.

6   **Establish training data bank**

- A list of internal training resource people is maintained.
- External people from whom information on training can be obtained are identified and their names recorded in an accessible form.
- Training materials and information on training and assessment are held in an accessible form.
- An up-to-date register of likely external courses and providers is maintained.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Training provision may range from one-to-one, small or large group training. It may include both on and off the job training provision.

Evidence Guide

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:

- In Element 1 look for -
  - knowledge of investigation methods
  - acceptable rationale for choice of investigation methods
  - necessary range of investigations.

- In Element 2 look for -
  - justification for choice of methods to determine competencies if endorsed competency standards are not available
  - recognition of barriers to learning among trainees such as language, literacy, and numeracy skills, or barriers arising from cultural background, physical impairment of previous experience of the trainees.

- In Element 3 look for -
  - knowledge of a variety of presentation/training methods
  - explanation of training methods selected
  - recognition of barriers to learning (see above).

- In Element 4 look for -
  - criteria employed for selecting media, text and visual materials
  - basic knowledge of display conventions
  - knowledge of the import of copyright laws.

- In Element 5 look for -
  - record of venues
  - knowledge of relevant safety and health standards to be observed.

- In Element 6 look for -
  - indexed, annotated records of internal and external training resources.

Linkages to Other Units:

- This unit could be assessed in conjunction with other Category 2 training units.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGTR04A

Deliver Training

Unit Descriptor	This unit deals with the skills and knowledge required to effectively deliver group training.
	This unit equates to of the National Workplace Trainer standards Category 2, Unit 2. Users should consult with Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Prepare trainees for the learning experience	• Training objectives and learning outcomes are explained and discussed. • Any barriers to learning are explored. • The sequence of activities to be followed in the training program is explained. • Ways in which competencies are to be developed and assessed are explained and discussed.
2 Deliver training session	• Presentation and training methods are structured appropriately for the development of competencies. • Presentation and training methods provide variety, encourage participation and reinforce key points. • Presentation processes are reviewed and modified as necessary to meet trainees learning needs. • Training equipment and materials are used in a way which improves the trainees' learning. • Information is clear, accurate and presented in correct sequence. • Trainees are encouraged to participate by asking questions, clarifying points of concern and contributing comments at appropriate and identified stages. • Supplementary information is provided to enhance and clarify understanding as required. • Summaries of key points are used at appropriate times in the presentation session to reinforce learning.

3	**Support trainees in managing their own learning**	• Resource materials suitable for self-managed learning are provided. • Trainees are briefed in their role. • Health and safety hazards are highlighted. • Timely information and advice is given to trainees during the learning process. • Assistance is provided to those who require help. • Opportunities to make choices and decisions are provided.
4	**Facilitate group learning**	• Trainees are briefed on the rationale, process and outcomes of a group approach. • Group training methods are used to maximise learning effectiveness. • Individuals are assigned to groups in which they can work effectively. • Groups are provided with clear directions, and guidance on content and process as required. • Groups are assisted to recognise the needs and requirements of individual members. • Interventions by the trainer in group discussions are properly managed. • Review of group processes is shared between the participants and the trainer.
5	**Provide opportunities for practice**	• Practice opportunities are provided according to the specific learning situation and the training program. • Trainees readiness for assessment is monitored and discussed with trainees. • Process, rationale and outcomes of practice are discussed with trainees. • Constructive feedback and reinforcement are provided during practice.
6	**Provide feedback on progress to trainees**	• Trainees' progress is evaluated against learning outcomes, organisation and trainee goals. • Feedback is given to trainees on the outcomes of progress review. • Trainees are helped to consider their progress. • Progress results are diagnosed to provide a guide for the approach to next steps in training.
7	**Review delivery experience**	• Trainees' reaction to the delivery is sought and discussed at appropriate times. • The trainer's performance is self-assessed against predetermined goals. • Adjustments to delivery practices are considered and incorporated.

| 8 | **Report on the conduct of assessment** | • Positive or negative features are reported to those responsible for assessment procedure.
• Assessment decisions disputed by participants are recorded and reported promptly.
• Suggestions for improvement are made to those responsible for the assessment procedure. |

Competency Standards

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Training provision may range from one-to-one, small group or large group training. It may include both on and off the job training provision.

Evidence Guide

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:

- Evidence of satisfactory performance in this unit is best gathered from observation of training delivery in a number of settings, with different training programs. Discussion with the trainer will be necessary.

- In Element 1 look for -
  - ways of addressing any barriers to learning among trainees such as language, literacy and numeracy levels, or barriers arising from the cultural background, physical impairment or previous experience of the trainees.

- In Element 3 look for -
  - explanation of the criteria for selection of resource materials.

- In Element 4 look for -
  - understanding of group processes and dynamics.

- In Element 7 look for -
  - evidence of changes made to subsequent delivery practices based on feedback from trainees.

Linkages to Other Units:

- This unit could be assessed in conjunction with other Category 2 training units.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGTR05A

Conduct Assessment

Unit Descriptor	This unit deals with the skills and knowledge to assess trainees. This unit equates to the National Workplace Trainer standards Category 2, Unit 3, the National Assessment Standard and the extension unit in the National Assessment Standards. Users should consult with Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Establish evidence required and assessment methods	• The evidence required to infer competence from the endorsed competency standards, learning outcomes of the training program or other performance measures used is established. • Evidence requirements for the assessor to authenticate the performance/product of persons being assessed are specified. • Sufficient evidence on which to base valid inferences is specified. • Evidence requirements which will confirm that competence is current are specified. • Sufficient evidence to show consistent achievement of the specified standards is specified. • Opportunities to consolidate evidence-gathering activity are identified. • The cost of gathering the required evidence is established. • Assessment methods which are appropriate for gathering the type and amount of evidence required are selected. • Suitable adjustments in the assessment method are proposed to cater for those persons being assessed who have special needs.

2	**Develop simple assessment tools**	• Assessment tools are designed which gather:
		  • valid evidence
		  • reliable evidence
		  • sufficient evidence, or complement the use of other assessment tools in gathering sufficient evidence.
		• Assessment tools are designed which are clear and comprehensible both to those conducting the assessment and to those being assessed.
		• Assessment tools are verified to ensure that they permit flexible, fair and safe assessment to occur.
		• Assessment tools are verified to ensure that they are cost-effective in gathering required evidence.
		• Accompanying instructions for use are prepared, specifying any adjustments which can be made to address the requirements of people being assessed who have special needs.

3	**Review evidence requirements, assessment methods and assessment tools**	• Assessment methods and assessment tools are trialed with people similar to those who will ultimately be assessed.
		• The assessment methods and tools are evaluated for:
		  • clarity
		  • reliability
		  • validity
		  • fairness
		  • cost effectiveness.
		• Improvements and changes to the assessment methods and assessment tools are made in the light of the evaluation of the pilot exercise.
		• Procedures are ratified with relevant people in the industry/enterprise or training establishment, of the evidence requirements, assessment methods and assessment tools and the process used in developing them.

4	**Identify and explain the context of assessment**	• The context and purpose of assessment are discussed with the persons being assessed, and understanding is confirmed.
		• The relevant performance measures applying to assessment (eg. competency standards, learning outcomes of the training program) are obtained and explained to persons being assessed. Instructions are verified by persons being assessed.
		• The assessment procedure is obtained and explained.
		• Any legal and ethical responsibilities associated with assessment are identified and explained to the persons being assessed.
		• Checks are made to determine whether the persons being assessed require the allowable adjustments in the assessment procedure applying to those with special needs.
5	**Plan evidence gathering opportunities**	• Opportunities to gather evidence of competence which occur as part of workplace or training activities are identified.
		• The need to gather additional evidence which may not occur as part of workplace or training activities is identified.
		• All evidence gathering activity is planned and scheduled in accordance with the assessment procedure.
		• Checks are made to ensure that the planned approach to gathering evidence provides sufficient, valid and fair evidence of competence.

		• Checks are made to ensure that the planned approach to gathering evidence covers the four key dimensions of competence:
		  • task skills
		  • task management skills
		  • contingency management skills
		  • job/role environment skills.

6	**Organise assessment**	• The resources specified in the assessment procedure are obtained and arranged.
		• The relevant people are informed of assessment plans.
		• The assessment environment is checked to ensure that it permits fair, valid and reliable assessment.
		• The assessment environment is checked to ensure that it is safe and accessible.
		• The assessment arrangements and requirements are explained simply and clearly to persons being assessed.
		• Agreement is obtained with persons being assessed on assessment arrangements.

7	**Gather evidence and make assessment decision**	• The persons being assessed are put at ease.
		• All the evidence specified in the assessment procedure is gathered, using assessment methods and tools specified.
		• The evidence for those with special needs is gathered, in accordance with specified allowable adjustments to the assessment method(s).
		• The evidence gathered is documented in accordance with the assessment procedure.
		• The evidence gathered is evaluated in terms of its:
		  • validity
		  • authenticity
		  • sufficiency
		  • currency
		  • consistent achievement of the specified standard.
		• The assessment decision is made in accordance with the criteria specified in the assessment procedure.
		• Guidance is sought, if in doubt, from a more experienced assessor(s) nominated in the assessment procedure.

8	**Provide feedback to person(s) being assessed**	• Performance is discussed and confirmed with persons being assessed. • Clear and constructive feedback is given to persons being assessed. • Ways of overcoming any gaps in their competence revealed by assessment are explored with persons being assessed. • Guidance is given on further goals/training opportunities, if appropriate. • Assessment opportunities and/or review appeal mechanisms available are discussed and confirmed with persons being assessed, where the assessment decision is challenged.

9	**Record and report on assessment**	• Assessment results are recorded promptly and in accordance with the specified assessment procedure.
		• Assessment results are recorded accurately in accordance with the specified record-keeping requirements.
		• Access to the assessment records is provided only to authorised personnel.
		• Confidentiality of assessment outcome is maintained.
		• Positive and negative features experienced in conducting assessment are reported to those responsible for assessment procedure.
		• Any assessment decision disputed by the person being assessed is recorded and reported promptly to those nominated in the assessment procedure.
		• Suggestions are made for improving any aspect of the assessment process to those responsible for the assessment procedure.
10	**Periodically review the assessment procedures**	• The review process established by the industry, enterprise or training authority is complied with.
		• The operations of the assessment procedure are reviewed at a specified site, in co-operation with persons being assessed, and any relevant parties including industry, the enterprise, the training establishment and/or any agency identified under legislation.
		• Review activities are documented and evaluated, and review findings are substantiated.
		• Recommendations for changes to the assessment procedure are made in the light of review outcomes to the appropriate persons.
		• Effective contributions to system-wide reviews of the assessment process are made.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Training provision may range from one-to-one, small group or large group training. It may include both on and off the-job training provision.

Evidence Guide

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:

- Evidence of satisfactory performance in this Unit should be obtained by an examination of the plans and documents prepared by the "assessor" and discussion with the "assessor" about the selection of evidence required, choice of assessment methods and proposed assessment tool(s). Evidence should be obtained by observation of the "assessor" preparing for and conducting assessment as well as examination of completed assessment records. This should be supplemented by discussion about the assessment procedure with the "assessor" and the person being assessed. Evidence of satisfactory performance of review function should be obtained by examining review documentation including data gathering exercises, analysis/reporting of data, and quality of contributions to process improvements.

- Look for demonstration of:
  - understanding of the range of assessment purposes and assessment contexts and the implications of these for the person being assessed
  - understanding of the concepts of validity, reliability, authenticity, sufficiency, currency, cost effectiveness and consistency as they apply to evidence gathering
  - knowledge of different types of assessment methods, their suitability for gathering various types of evidence and the cost and other implications of their use
  - knowledge of the assessment principles included in the National Framework for Recognition of Training Agreement
  - knowledge of all aspects of the assessment system and assessment procedure(s) established by the industry, enterprise or training authority
  - knowledge of any legal and ethical responsibilities associated with the assessment system and assessment procedure(s) such as licensing requirements, Equal Employment Opportunity, disability discrimination and occupational health and safety
  - knowledge of relevant health and safety standards to be observed in the assessment procedure

- knowledge of modifications in the assessment procedure(s) to be applied in the assessment of a person with special needs

- use of appropriate communication and interpersonal skills

- knowledge of review process/procedures established by industry, enterprise or training authority

- knowledge of basic evaluation methodologies suitable for reviewing the implementation, appropriateness, efficiency and effectiveness of the assessment process.

- This unit may be assessed in conjunction with other related units.

Linkages to Other Units:

- This unit could be assessed in conjunction with other category 2 training standards.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGTR06A

Review and Promote Training

Unit Descriptor	This unit deals with the skills and knowledge required to evaluate training and promote training within the workplace.
	This unit equates to the National Workplace Trainer Standards Category 2, Unit 4. Users should consult with Tourism Training Australia or their local Tourism Training office to ensure usage of the most up-to-date version of this unit.

Element	**Performance Criteria**
1 Evaluate training session	• Training is evaluated against identified needs and outcomes.
	• Trainees are encouraged to raise problems or difficulties with any aspect of the training session.
	• Trainees' reaction to the training session is sought.
	• Trainees are encouraged to evaluate their progress towards achieving competency in the skill or job.
	• Own performance is reviewed against session objectives and in response to trainees' comments.
	• Provision of training within the approved budget is reviewed.
	• The results of the evaluation are used to guide further training.
2 Record training data	• Details of training program and participants are recorded in accordance with organisation/industry and/or legislative requirements.
	• An appropriate means of storing information on trainees, training programs, and equipment, materials and resources is established and maintained.
	• Existing recording systems are reviewed and improvements suggested.
	• Training records are made available to authorised persons and trainees at the required times according to organisational requirements.
	• Records are securely stored.

3   **Report on training**

- Reports on training in the organisation are prepared and provided according to organisational requirements.
- Reports are made on future training initiatives.
- Information on achievements of the organisation's training is analysed and publicised.
- The contribution of training to organisational goals is reported.

4   **Promote training**

- Advice on the development of training plans is provided to appropriate committees, or personnel.
- Information on planned training events is made widely available.
- Benefits of training to individuals and the organisation are publicised.
- Promotional activities are regularly monitored for effectiveness.
- Information is distributed concerning the relationship between training reform and the organisation.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Training provision may range from one-to-one, small group or large group training. It may include both on and off the job training provision.

Evidence Guide

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:

- Evidence of satisfactory performance in this Unit is best gathered by a review of the documentation completed in reviewing and recording the training and its outcomes and promotional material developed by the trainer. Discussion with the trainer will be necessary.

- In Element 1 look for -
  - evaluation reports.

- In Element 2 look for -
  - knowledge of the organisations record keeping and retrieval systems, security and access procedures
  - awareness of legislative and privacy requirements.

- In Element 4 look for -
  - indexed, annotated records of internal and external training resources.

Linkages to Other Units:

- This unit could be assessed in conjunction with other Category 2 training units.

- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

GENERAL
LEADERSHIP

Competency Standards

Unit THHGLE01A

Monitor Work Operations

Unit Descriptor	This unit deals with the skills and knowledge required to oversee and monitor the quality of work operations within a tourism or hospitality enterprise. This unit may be carried out by team leaders, supervisors or managers.

Element	**Performance Criteria**
1 Monitor and improve workplace operations	• Efficiency and service levels are monitored on an ongoing basis. • Operations in the workplace support overall enterprise goals and quality assurance initiatives. • Quality problems and issues are promptly identified and adjustments are made accordingly. • Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness. • Colleagues are consulted about ways to improve efficiency and service levels.
2 Plan and organise workflow	• Current workload of colleagues is accurately assessed. • Work is scheduled in a manner which enhances efficiency and customer service quality. • Work is delegated to appropriate people in accordance with principles of delegation. • Workflow is assessed against agreed objectives and timelines. • Colleagues are assisted in prioritisation of workload. • Input is provided to appropriate management regarding staffing needs.
3 Maintain workplace records	• Workplace records are accurately completed and submitted within required timeframes. • Where appropriate, completion of records is delegated and monitored prior to submission.

**4   Solve problems and
make decisions**

- Workplace problems are promptly identified and considered from an operational and customer service perspective.
- Short-term action in initiated to resolve the immediate problem where appropriate.
- Problems are analysed for any long-term impact, and potential solutions are assessed and actioned in consultation with relevant colleagues.
- Where problem is raised by a team member, he or she is encouraged to participate in solving the problem.
- Follow-up action is taken to monitor the effectiveness of solutions in the workplace.

Range of Variables

- This unit may apply to various staff in all tourism and hospitality sectors.

- Problems may include but are not limited to:
  - difficult customer service situations

  - equipment breakdown/technical failure

  - delays and time difficulties.

- Workplace records may include but are not limited to:
  - staff records

  - regular performance reports.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - the roles and responsibilities of those involved in monitoring work operations

  - overview of leadership and management responsibilities

  - principles of work planning

  - typical work organisation methods appropriate to the industry sector

  - quality assurance principles

  - time management

  - principles of delegation

  - problem solving and decision making processes

  - industrial and/or legislative issues which affect short term work organisation as appropriate to industry sector.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to monitor effectively and respond to a range of common operational and service issues in the workplace
    - understanding of the role of staff involved in workplace monitoring
    - knowledge of quality assurance, principles of workflow planning, delegation and problem solving.

Linkages to Other Units:

- There is a strong link between this unit and a range of other units. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate. Examples include but are not limited to:
    - THHGGA08A Plan And Establish Systems and Procedures
    - THHGLE02A Monitor Workplace Health, Safety and Security
    - THHGLE03A Develop and Implement Operational Plans.

- Note that problem solving is included in both this unit and unit THHGCS03A Deal with Conflict Situations. Care should be taken to avoid duplication in assessment and training.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THHGLE02A

Implement Workplace Health, Safety and Security Procedures

Unit Descriptor	This unit deals with the skills and knowledge required to implement health, safety and security procedures in the workplace. This unit is often carried out by team leaders and supervisors. This unit is closely based on Worksafe Australia generic competence 'B'.

Element	Performance Criteria
1 **Provide information on health, safety and security**	• Relevant information is accurately and clearly explained to staff. • Specific enterprise information on health, safety and security is accurately and clearly explained to staff. • All information is readily accessible to staff.
2 **Co-ordinate staff participation in health, safety and security issues**	• All staff members are given the opportunity to contribute to the management of health, safety and security in the workplace. • Issues raised through consultation are actioned, resolved or referred to the appropriate person for follow up. • Feedback is provided on management systems to the designated person.
3 **Implement and monitor procedures for controlling hazards and risks**	• Workplace hazards and risks are identified and reported. • Control procedures are implemented and monitored in accordance with enterprise and legislative requirements. • Inadequacies in control measures are promptly identified and reported to the appropriate person.
4 **Implement and monitor health, safety and security training**	• Training needs are accurately identified based on close monitoring in the workplace. • Arrangements are made for fulfilling training needs in consultation with appropriate management and in accordance with enterprise policy. • Effectiveness of training is monitored in the workplace and adjustments made as necessary.

5   **Maintain health, safety and security records**

- Records are accurately and legibly completed and stored in accordance with enterprise and legal requirements.
- Data is used to provide reliable input to the management of workplace health, safety and security.

Range of Variables

- This applies to all tourism and hospitality sectors.

- Hazards and risks may include but are not limited to:
  - workplace sickness
  - fire
  - crowd-related risks
  - accidents
  - bomb scares
  - theft and armed robbery
  - deranged customers
  - equipment failure
  - weather emergencies
  - pests.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - working knowledge of relevant state/territory occupational health and safety legislation, specifically:
    - general duty of care
    - requirements for record keeping
    - provision of information and training
    - regulations and codes of practice in relation to hazards in work area
    - health and safety representatives and OH&S committees
    - issue resolution
  - knowledge of specific enterprise policy and procedures.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to monitor health, safety and security within the context of an established system where policies, procedures and programs exist
  - knowledge of required elements of health and safety legislation.

Linkages to Other Units:

- There is a link between this unit and a range of other units. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate. Examples may include but are not limited to:
  - THHGGA08A Plan And Establish Systems and Procedures
  - THHGLE01A Monitor Workplace Operations
  - THHGLE03A Develop and Implement Operational Plans.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THHGLE03A

Develop and Implement Operational Plans

Unit Descriptor	This unit deals with the skills and knowledge required to implement the planning process within the workplace. It focuses the skills needed by frontline managers to develop and implement a range of planning initiatives and underpins a range of other leadership units.

Element	Performance Criteria

1 **Develop operational plans**	• Plans and strategies are developed based on workplace needs and identification of opportunities for improvement and innovation.
	 • Scope and objectives of the required initiative are developed based on:
	   • overall enterprise goals
	   • staff and customer feedback
	   • monitoring of workplace operations.
	 • Internal and external factors which may impact on the plan are identified and analysed.
	 • Appropriate colleagues are consulted during the development of the plan.
	 • Resource strategies are developed.
	 • Administrative framework and systems are developed.
	 • Priorities, responsibilities and timelines are clearly identified and communicated.
	 • Evaluation systems are developed in consultation with appropriate colleagues.
	 • An internal and external communications strategy is developed to keep all stakeholders informed.

2 **Administer and monitor operational plans**	• Identified actions are implemented and monitored in accordance with agreed priorities. • Support and assistance is provided to colleagues involved in implementing the plan. • Reports are provided in accordance with enterprise requirements. • Financial control systems are implemented and monitored. • Additional resource requirements are assessed and actioned in accordance with enterprise policy.

3   Conduct ongoing evaluation

- Agreed evaluation methods are used to assess effectiveness in the workplace.
- Evaluation involves all appropriate colleagues.
- Problems are identified and adjustments are made accordingly.
- Results of evaluation are incorporated into ongoing planning and operational management.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Operational plans will be quite broad in nature and may include plans for:
  - a department within a large organisation

  - a small business

  - a specific project

  - introduction of a new product.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - planning techniques

  - problem solving and decision making in specific relationship to development and implementation of operational plans

  - research skills in relation to a broad range of information from multiple sources and related to a broad range of issues

  - current internal and external environments impacting on the enterprise

  - legal issues which impact on enterprise operations as appropriate to the industry sector.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to develop a realistic plan that relates to a specific and "real" tourism and/or hospitality context. The plan should identify current and relevant industry and enterprise issues, and clearly identify an implementation program

  - ability to apply an integrated approach to operational issues

  - knowledge and understanding of the following:

    - legal issues which affect general operations within the sector

    - current industry issues which affect general operations within the sector

- specific implementation and monitoring issues which may affect the plan.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGGA08A Plan and Establish Systems and Procedures
  - THHGLE01A Monitor Work Operations
  - THHGLE08A Lead and Manage People.

- This unit relates to planning and as such combined assessment/training may be appropriate with a wide range of other leadership units. These units should be selected according to the needs of the specific sector and workplace.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THHGLE04A

Establish and Maintain a Safe and Secure Workplace

Unit Descriptor	This unit deals with the management of health, safety and security in tourism and hospitality enterprises. It is closely based on Worksafe Australia generic competency "C".

Element	Performance Criteria
1 Establish and maintain a framework for health safety and security	• Health, safety and security policies are developed and clearly expressed in enterprise policies. • Health, safety and security responsibilities and duties are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions. • Financial and human resources are identified, sought and/or provided in a timely and consistent manner. • Information on the occupational health and safety system and procedures is provided and explained in a form readily accessible to employees.
2 Establish and maintain participative arrangements for the management of health, safety and security	• Appropriate consultative processes are established and maintained. • Issues raised through participation and consultation are dealt with and resolved promptly and effectively. • Information about the outcomes of participation and consultation is provided in a manner accessible to employees.
3 Establish and maintain procedures for identifying and assessing hazards and risks	• Existing and potential hazards and risks are correctly identified and assessed. • A procedure for ongoing identification and assessment is developed and integrated within work systems and procedures. • Activities are monitored to ensure that this procedure is adopted effectively. • Hazard identification and risk assessment are addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards and risks are not created. • Risks presented by identified hazards are correctly assessed in accordance with OH&S legislation and codes of practice.

4	**Establish and maintain procedures for controlling hazards and risks**	- Measures to control assessed risks are developed and implemented. - When measures which control a risk at its source are not immediately practicable, interim solutions are implemented until a permanent control measure is developed. - A procedure for ongoing control of risks, is developed and integrated within general systems of work and procedures. - Activities are monitored to ensure that the risk control procedure is adopted. - Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility, to ensure that adequate risk control measures are included. - Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures.
5	**Establish and maintain organisational procedures for dealing with hazardous events**	- Potential hazardous events are correctly identified. - Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum, are developed in consultation with appropriate emergency services. - Appropriate information and training are provided to all employees to enable implementation of the correct procedures in all relevant circumstances.
6	**Establish and maintain an occupational health and safety training program**	An occupational health and safety training program is developed and implemented.
7	**Establish and maintain a system for occupational health and safety records**	A system for keeping occupational health and safety records is established and monitored.

THT 98 Tourism Training Package
© Australian National Training Authority

8 **Evaluate the organisation's health, safety and security system**

- Effectiveness of the health, safety and security system and related policies, procedures and programs is assessed according to the organisation's aims with respect to occupational health and safety.
- Improvements to the occupational health and safety system are developed and implemented.
- Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Participative/consultative procedures are conducted by supervisory staff within the area of managerial responsibility.

- Monitoring of activities may include:
  - review of written reports
  - performance appraisal
  - auditing procedures.

- Hazards and risks may include but are not limited to:
  - workplace sickness
  - fire
  - crowd-related risks
  - accidents
  - bomb scares
  - theft and armed robbery
  - deranged customers
  - equipment failure
  - weather emergencies
  - pests.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - detailed knowledge of relevant state/territory occupational health and safety legislation as it affects workplace operations
    - knowledge of links between other management systems and procedures on health safety and security
    - equal employment opportunity in relation to occupational health and safety
    - other legal issues which impact on health and safety in particular industry contexts.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to develop a framework for a health, safety and security system within a specific tourism or hospitality context. This should include the creation of procedures and processes to guide all facets of the system
    - knowledge of specific and relevant legislative requirements.

Linkages to Other Units:

- There is a strong link between this unit and other units that deal with health, safety and security issues and general management competencies. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate. Examples may include but are not limited to:
    - THHGLE01A Monitor Workplace Health, Safety and Security
    - THHGLE03A Develop and Implement Operational Plans
    - THHGLE08A Lead and Manage People.

- This unit has a strong planning focus and repetition should be avoided with unit THHGLE03A Develop and Implement Operational Plans in the development of training programs.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

Competency Standards

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

Unit THHGLE20A

Develop and Update the Legal Knowledge Required for Business Compliance

Unit Descriptor	This unit deals with the skills and knowledge required to ensure business compliance with legislation governing the tourism and hospitality industries.

Element	**Performance Criteria**
1 Research the legal information required for business compliance	• Sources of legal information and advice are accurately identified and accessed. • Information is selected and analysed for relevance to the business. • Information is recorded and/or distributed.
2 Ensure compliance with legal requirements	• Need for legal advice is assessed and sought where appropriate. • Information is shared with appropriate work colleagues in a timely manner. • Where appropriate, information updates and training are organised for colleagues and staff. • Workplace systems and procedures are established and monitored to ensure compliance with legal requirements. • Aspects of operations which may infringe laws are identified and modifications are promptly developed and implemented.
3 Update legal knowledge	• Informal and formal research is used to update the legal knowledge required for business compliance. • Updated knowledge is shared with colleagues and incorporated into workplace planning and operations.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Sources of legal information and informal/formal research may include but are not limited to:
  - reference books
  - media
  - industry and/or employer associations
  - industry journals
  - internet
  - customers and suppliers
  - appointed legal experts.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - knowledge of compliance provisions of the following areas of law as they relate to tourism/hospitality:
    - contract
    - insurance and superannuation
    - consumer protection and trade practices
    - licensing
    - industrial relations
    - taxation
    - equal employment opportunity and anti-discrimination
  - statutory requirements for businesses
  - responsibilities/liabilities of Managers and Directors
  - research skills.

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:

- Look for:
  - understanding of the legislation that affects operations in a particular industry sector
  - knowledge of how to update information that applies to business operations.

- Particular focus should be placed on the application of legal knowledge to specific tourism and hospitality workplace situations and problems.

Linkages to Other Units:

- There is a strong relationship between the content of this unit and the content of other leadership units. Care should be taken to avoid duplication in training and / or assessment. Trainers and/or assessors should decide whether legal knowledge is covered in context with those other units or as a separate unit.

- 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 basis 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

PEOPLE

Unit THHGLE05A

Roster Staff

Unit Descriptor	This unit deals with the skills and knowledge required to develop staff rosters. Depending upon the sector and enterprise, this may be carried out by a dedicated specialist staff, operational supervisors or managers.

Element

Performance Criteria

1   Develop and implement staff rosters

- Rosters are developed in accordance with award provisions and enterprise agreements.
- Rosters take account of the need to maximise operational efficiency and customer service levels while minimising wages costs.
- Rosters are designed to meet requirements of wages budgets wherever possible.
- Duties are combined to ensure effective use of staff.
- Rosters are developed, based on consideration of most effective appropriate mix of staff and skills base available.
- Rosters are finalised and communicated to appropriate colleagues within designated timelines.

2   Maintain staff records

- Time sheets are completed accurately and within designated timelines.
- Staff records are accurately updated and maintained in accordance with enterprise procedures.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Rostering may be for:
  - an individual department
  - a whole enterprise
  - a specific project.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - various types of rosters
  - overview of software programs available for roster design
  - roster design
  - in-depth knowledge of area of operation
  - impacts of industrial relations and EEO issues on staff rostering.

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:

- Look for:
  - understanding of the factors which impact upon staff rostering and
  - ability to prepare a staff roster within the framework of established operations, systems and procedures in a tourism/hospitality context within enterprise acceptable timeframes.

Linkages to Other Units:

- There is a strong link between this unit and a range of other units that may or may not be carried out by supervisors and managers in the workplace. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Example may include but are not limited to:
  - THHGLE01A Monitor Work Operations
  - THHGLE03A Develop and Implement Operational Plans
  - THHGLE06A Monitor Staff Performance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	1

Unit THHGLE06A

Monitor Staff Performance

Unit Descriptor	This unit deals with the skills and knowledge required to monitor staff performance and includes skills in performance appraisal and counselling.

Element	**Performance Criteria**
1 Provide performance feedback to staff	• Colleagues are consulted about and informed on expected standards of performance. • Ongoing performance is monitored in the workplace. • Confirming and corrective feedback is provided to colleagues on an on-going basis. • Colleagues receive guidance and support in the workplace. • Achievements and outstanding performance are recognised and rewarded. • Need for further coaching or training is identified and organised in accordance with enterprise policies.
2 Recognise and resolve performance problems	• Performance problems are promptly identified and investigated. • Feedback and coaching are used to address performance problems. • Possible solutions are discussed and agreed upon with the colleague in question. • Outcomes are followed up in the workplace. • Where necessary, a formal counselling session is organised.
3 Implement performance appraisal systems	• Formal performance appraisals are implemented in accordance with enterprise policy. • Individual performance appraisals are conducted openly and fairly in accordance with enterprise policy. • Appraisal records are completed and filed in accordance with enterprise policy and industrial requirements. • Courses of action are agreed with colleagues and followed up in the workplace.

THT 98 Tourism Training Package
© Australian National Training Authority

Range of Variables

- This unit may apply to various staff in all tourism and hospitality sectors.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - performance appraisal techniques and systems
    - knowledge of industrial relations and EEO issues which impact on staff performance monitoring
    - one-to-one coaching techniques.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to provide feedback in a supportive manner
    - ability to conduct a formal performance appraisal in accordance with established policies and systems.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
    - THHGTR01A Coach Others in Job Skills.

- There is a strong link between this unit and a range of other units that may or may not be carried out by supervisors and managers in the workplace. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate. Examples may include but are not limited to:
    - THHGLE01A Monitor Work Operations
    - THHGLE03A Develop and Implement Operational Plans
    - THHGLE08A Lead and Manage People.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGLE07A

Recruit and Select Staff

| Unit Descriptor | This unit deals with the skills and knowledge required to recruit and select staff within the framework of overall human resource plans. Depending upon the sector and enterprise, these may be carried out by dedicated specialist staff, operational supervisors or managers. |

Element	**Performance Criteria**
1 Identify recruitment needs	• Short term recruitment needs are identified based on monitoring of service and efficiency levels in the workplace. • Colleagues are consulted in relation to staffing needs. • Selection criteria are developed based on the particular need identified. • Job descriptions are used where appropriate. • Recruitment initiatives are approved in accordance with enterprise policy.
2 Administer recruitment	• Advertisements for positions are created, approved and disseminated in accordance with enterprise policy. • Applications are processed in accordance with enterprise policy. • Applicants are informed of decisions and provided with other recruitment information within reasonable timeframes. • Interviews and other selection processes are organised in accordance with enterprise policy. • Employment offers are made in accordance with enterprise policy. • Prospective employees are advised on details in accordance with enterprise policy and industrial/legislative requirements. • Documentation is processed and filed in accordance with enterprise policy.
3 Select staff	• Applications are reviewed against criteria. • Interviews and other selection procedures are conducted in accordance with enterprise policy. • Applicants are treated courteously throughout the selection process. • Selection criteria are used as the basis for selection.

4   **Plan and organise**
        induction programs

- Induction programs are planned and organised to introduce new employees to the workplace.
- Induction programs contain all appropriate practical information in accordance with enterprise policy and industrial/legislative requirements.
- Information on the culture of the enterprise is included in induction programs.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - interviewing techniques
    - purpose and content of induction programs
    - relevant legislation in relation to recruitment and selection of staff:
        - equal employment opportunity
        - anti-discrimination
        - award provisions or other enterprise agreement issues
        - dismissal procedures.

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:

- Look for:
    - ability to establish accurate selection criteria for recruitment, conduct fair and effective interviews and make selections based on agreed criteria
    - understanding of recruitment administration systems and the legal environment in which recruitment takes place.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    - THHGLE05A Roster Staff
    - THHGLE06A Monitor Staff Performance
    - THHGLE08A Lead and Manage People
    - THHGLE09A Manage Workplace Diversity.

- There is a link between this unit and a range of other units that deal with employee relations issues. Depending upon the sector and individual workplace, combined delivery may be appropriate. Separate assessment is required.

Competency Standards

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

Unit THHGLE08A

Lead and Manage People

Unit Descriptor	This unit deals with the skills and knowledge required to lead and manage teams of people in the workplace. It focuses on issues of leadership, motivation and teamwork.

Element	**Performance Criteria**
1 Model high standards of performance and behaviour	• Individual performance serves as positive role model for others. • Individual performance shows support for and commitment to enterprise goals. • People are treated with integrity, respect and empathy.
2 Develop team commitment and co-operation	• Plans and objectives are developed in consultation with the team and clearly communicated. • Plans and objectives are consistent with enterprise goals. • Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. • Individual's/team's efforts and contributions are identified, encouraged, valued and rewarded. • Open and supportive communication styles are modelled and encouraged within the team. • Information from the wider environment is shared with the team. • Support and guidance are provided including representation of team's interests in the wider environment.
3 Manage team performance	• Skills of team members are assessed and opportunities for individual development are provided. • Team performance is monitored to ensure progress towards achievement of goals. • Tasks and responsibilities are appropriately delegated and monitored. • Mentoring and coaching support are provided to team members. • Team achievements are recognised and rewarded.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Teams may be:
  - project-based
  - permanent teams.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - nature of management and leadership
  - principles of teamwork
  - motivation and leadership
  - conflict resolution in specific relation to leaders
  - industrial relations issues in people management
  - Equal Employment Opportunity.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to build positive team spirit and effectively manage overall team performance within a specific tourism and hospitality context
  - knowledge of leadership, motivation and people management principles.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGCS03A Deal with Conflict Situations
  - THHGLE01A Monitor Work Operations
  - THHGLE09A Manage Workplace Diversity
  - THHGLE03A Develop and Implement Operational Plans.

- Depending upon the industry sector and workplace, combined training may also be appropriate with these and other related units.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGLE09A

Manage Workplace Diversity

Unit Descriptor	This unit deals with the skills and knowledge required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the common core unit THHCOR02A and reflects the importance of managing cross-cultural issues in the tourism and hospitality industry.

Element	**Performance Criteria**
1 Encourage respect for diversity in the workplace	• Individual behaviour provides a role model for others and demonstrates respect for diversity. • Planning and work practices are developed in a manner which shows respect for workplace diversity. • Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and customers.
2 Use diversity as an asset	• The skills of a diverse workforce are recognised and used to enhance enterprise performance. • Benefits of diversity are promoted to colleagues.
3 Deal with problems arising from diversity issues	• Workplace problems which arise from diversity issues are promptly recognised and action is taken to resolve the situation. • Training needs are identified and actioned. • Coaching and mentoring is used to assist colleagues to successfully work in a diverse environment.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Diversity refers to diversity in its broadest sense and may be related to:
  - race
  - language
  - special needs
  - disabilities
  - family structure
  - gender
  - age
  - sexual preference.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - specific diversity issues which apply to the tourism and hospitality industry and which contribute to the industry's progress
  - cross cultural communication skills.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - understanding of the role of leaders in encouraging effective cross cultural communication in the tourism and hospitality industries
  - knowledge of specific cultural issues that may apply in a particular industry context.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGCS03A Deal With Conflict Situations
  - THHGLE01A Monitor Work Operations.

- Depending upon the industry sector and workplace combined delivery/assessment may also be appropriate with a range of other units. These may include but are not limited to:
  - THHGLE08A Lead and Manage People
  - THHGLE07A Recruit and Select Staff.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGLE10A

Manage Workplace Relations

Unit Descriptor	This unit deals with the skills and knowledge required to manage workplace relations, from an industrial relations perspective. It focuses on the skills needed by all managers.

Element	**Performance Criteria**
1 Build a positive industrial relations climate	• Employees are provided with accurate and impartial information on industrial matters likely to affect them. • Workplace changes or issues which may cause industrial unrest are identified. • Potential causes of industrial unrest in external environments are identified. • Conditions of employment are created in accordance with relevant legislation and industrial awards/agreements. • Mechanisms for consulting with staff and to facilitate two way communication are implemented. • Consultative structures for the identification and resolution of grievances are established.
2 Establish and implement formal industrial procedures	• Procedures are developed in consultation with relevant parties in relation to: • counselling • disciplining staff • grievances • dispute resolution. • Procedures are communicated to all appropriate staff. • Agreed processes are used and monitored and appropriate adjustments made in consultation with relevant parties.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Relevant parties should include unions and employer groups as appropriate to the industry sector.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - an overview of the Australian and relevant State/Territory industrial relations system
  - the role of unions in the tourism/hospitality industries
  - the role of employer groups in the tourism/hospitality industries
  - provisions under relevant awards
  - procedures for workplace agreements
  - formal counselling and industrial dispute resolution procedures.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - knowledge of industrial relations issues and regulations as they apply to particular sectors
  - ability to interpret industrial awards and agreements
  - ability to develop procedures to handle industrial issues in the workplace.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGCS03A Deal With Conflict Situations
  - THHGCS06A Establish and Conduct Business Relationships
  - THHGLE01A Monitor Work Operations
  - THHGLE08A Lead and Manage People
  - THHGLE09A Manage Workplace Diversity.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGLE21A

Provide Mentoring Support to Business Colleagues

Unit Descriptor	This units deals with the skills and knowledge required to act as a business mentor to other individuals in the industry. To achieve competence in this unit, significant workplace experience would generally be required.

Element		**Performance Criteria**
1	**Establish a relationship with mentoree**	• Effective communication styles are used to develop trust, confidence and rapport. • Agreements are made on how the relationship will be conducted including: • the amount of time involved for both parties • confidentiality of information • scope of issues to be covered. • Expectations and goals are discussed and clarified.
2	**Offer mentoring support**	• The mentoree is assisted to identify and evaluate options to achieve agreed goals. • Personal experiences and knowledge are shared with the mentoree to assist in progress towards agreed goals. • The mentoree is encouraged to make decisions and take responsibility for the courses of action/solutions under consideration. • Supportive advice and assistance is provided in a manner which allows the mentoree to retain responsibility for achievement of their own goals. • Changes in the mentoring relationship are recognised and openly discussed. • Adjustments to the relationship take account of the needs of both mentor and mentoree.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Mentors and mentorees may work within the same or different organisations.

- The mentoring process may apply to any area of business/professional endeavour.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - an understanding of mentoring, its role and potential benefits
  - communication in relation to listening, questioning and non verbal communication
  - knowledge and experience of the area of business in which the mentoree operates.

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:

- Look for:
  - ability to use knowledge and experience to assist another individual to achieve their agreed goals
  - application of effective communication styles
  - understanding of the role and benefits of mentoring in business.

Linkages to Other Units:

- While this unit has a very strong relationship with many other leadership units, it is recommended that this unit be assessed alone.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

SERVICE, SALES AND MARKETING

Unit THHGLE11A

Manage Quality Customer Service

| Unit Descriptor | This unit deals with the skills and knowledge required to manage customer service quality in the workplace. |

Element

Performance Criteria

1 Develop and implement approaches to enhance customer service quality

- Informal and formal research is used to obtain information on customer needs, expectations and satisfaction levels.
- Changes in internal and external environments are considered in quality service planning.
- Opportunities for colleagues to participate in the customer service planning process are provided.
- Approaches are developed and communicated to colleagues and customers.

2 Monitor and adjust customer service

- Customer service standards are monitored in the workplace in accordance with enterprise policies and procedures.
- Feedback is sought on an ongoing basis.
- Coaching is used to assist colleagues to deal with customer service issues.
- Colleagues are encouraged to take responsibility for customer service.
- Customer service problems are identified and adjustments made accordingly to ensure continued service quality.
- Adjustments are communicated to all those involved in service delivery within appropriate timeframes.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Informal and formal research on customer needs may include but is not limited to:
  - talking to customers
  - qualitative or quantitative research
  - seeking feedback from service delivery colleagues
  - analysis of competitive environment
  - analysis of industry and market trends.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - principles of quality assurance and its application to tourism and hospitality in a management context (not necessarily a formal quality management system)
  - industry and market knowledge as it applies to quality issues
  - competitive environment
  - overview of product development from a quality service perspective.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to develop pro-active approaches to the enhancement of customer service within a specific tourism/hospitality context
  - knowledge of quality service principles.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THHGLE08A Lead And Manage People.

- There is also a strong link between this unit and other leadership units. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate with those 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	1

Unit THHGLE12A

Develop and Manage Marketing Strategies

| **Unit Descriptor** | This unit deals with the skills and knowledge required to develop and manage marketing strategies within a tourism and hospitality context. |

Element | **Performance Criteria**

1   Analyse the market

- Market and situation analysis is conducted using established techniques in accordance with:
  - available budget
  - the need for external assistance
  - existing market data
  - the need for additional data
  - internal and external issues and constraints.

2   Prepare marketing strategies

- Marketing strategies are developed at the appropriate time, using standard market planning techniques.
- Strategies are developed to take account of:
  - feedback from operational staff and other colleagues
  - time management and scheduling issues and constraints
  - resource constraints
  - the current industry context
  - the overall enterprise context.
- Opportunities for colleagues to contribute to the marketing plan are provided.
- Priorities, responsibilities, timelines and budgets are clearly defined in the plan and communicated to appropriate colleagues.
- A marketing plan is submitted for approval where appropriate in accordance with enterprise policy.

3   Implement and monitor marketing activities

- Actions detailed in the plan are implemented and monitored in a cost-efficient manner and according to schedule and contingencies.
- Reports are produced in accordance with enterprise policy.
- Information on marketing activities is shared with operational staff to maintain awareness of current enterprise focus.

4 **Conduct ongoing evaluation**

- Marketing activities are evaluated using agreed methods and benchmarks.
- Adjustments are made in accordance with evaluation.
- Agreed changes are promptly communicated and implemented.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Marketing strategies may be for:
  - a specific product or service (new or existing)
  - a small/medium sized business enterprise
  - a destination
  - a single event.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - market analysis and planning techniques
  - internal and external issues which impact on market planning
  - industry marketing and distribution networks
  - research skills.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to develop a marketing strategy for a specific tourism and/or hospitality product, service or enterprise. Plans should identify current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program
  - knowledge and understanding of specific implementation and monitoring issues.

Linkages to Other Units:

- There is a very strong link between this unit and unit THHGLE03A Develop and Implement Operational Plans. Both units focus on planning. Depending upon the industry sector and workplace, combined delivery/assessment may be appropriate.

- Care should be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

Competency Standards

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	1

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

FINANCE

Unit THHGLE13A
Manage Finances Within a Budget

Unit Descriptor	This unit deals with the skills and knowledge required to take responsibility for budget management. Budget development may be undertaken by others, and these skills are covered in unit THHGLE14A Prepare and Monitor Budgets.

Element	**Performance Criteria**
1 Allocate budget resources	• Funds are allocated according to agreed priorities. • Changes in income and expenditure priorities are discussed with the appropriate person prior to. implementation. • All relevant personnel are kept informed of resource decisions. • Colleagues are made aware of the importance of budget control. • Records of resource allocation are accurately detailed in accordance with enterprise control systems.
2 Monitor financial activities against budget	• Actual income and expenditure is checked against budgets at regular intervals. • Financial commitments are included to ensure accurate monitoring. • Deviations are identified and reported according to enterprise policy and significance of deviation. • Appropriate colleagues are advised of budget status in relation to targets.
3 Identify and evaluate options for improved budget performance	• Existing costs and resources are assessed and areas for improvement are clearly identified. • Desired outcomes are discussed with relevant colleagues. • Research is undertaken to investigate new approaches. • Benefits and disadvantages of new approaches are clearly defined and communicated. • Impacts on customer service levels and colleagues are taken into consideration. • Recommendations are clearly and logically presented to the appropriate person/department.

4	**Complete financial / statistical reports**	• All required financial and statistical reports are completed accurately within designated timelines.
		• Reports are clear, concise and checked for accuracy.
		• Reports are promptly forwarded to the appropriate person/department.

Range of Variables

- This unit may apply to various staff in all tourism and hospitality sectors.

- Budgets may include but are not limited to:
    - cash budgets
    - departmental budgets
    - budgeted profit and loss and balance sheets
    - wages budgets
    - project budgets
    - purchasing budgets
    - sales budgets
    - cashflow budgets
    - budgets for a small business.

- Financial/statistical reports may relate to:
    - daily, weekly, monthly transactions and reports
    - break-up by department
    - occupancy
    - sales performance
    - commission earnings
    - sales returns
    - commercial account activity.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - knowledge and understanding of budgets; specifically the different types of budget, how a budget is structured and how to interpret a budget
    - knowledge of internal and external auditing requirements
    - knowledge of legislative requirements in specific relation to disbursement of funds and record keeping
    - financial reporting procedures.

Competency Standards

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance
  - understanding of the main types of budget that apply in the industry (as per Range of Variables)
  - knowledge of basic budget principles and accounting/auditing/legislative/reporting requirements.

Linkages to Other Units:

- There is a strong link between this unit and a range of other units. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples include but are not limited to:
  - THHGLE01A Monitor Work Operations
  - THHGFA03A Audit Financial Procedures
  - THHGLE14A Prepare and Monitor Budgets.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2

Unit THHGLE14A

Prepare and Monitor Budgets

Unit Descriptor	This unit deals with the skills and knowledge required to prepare and monitor budgets.

Element | **Performance Criteria**

1   Prepare budget information

- Data required for budget preparation is correctly identified and accessed.
- Data is reviewed and analysed in readiness for budget preparation.
- Where appropriate, directives from senior management or organising committees are followed.
- Internal and external environments are analysed for potential impacts on budget.
- Relevant colleagues are provided with the opportunity to contribute to the budget planning process.

2   Prepare budget

- The budget is drafted, based on analysis of all available information and in accordance with enterprise policy.
- Income and expenditure estimates are clearly identified and supported by valid, reliable and relevant information.
- Alternative approaches are assessed and presented where appropriate.
- Recommendations are presented clearly, concisely and in an appropriate format.
- The draft budget accurately reflects enterprise objectives.
- The draft budget is circulated for comment.
- The budget is negotiated in accordance with enterprise policy and procedures.
- Modifications are agreed and incorporated.
- The final budget is completed in required format within designated timelines.
- Colleagues are informed of final budget decisions and ramifications in a timely manner.

Monitor and review Budget
- The budget is regularly reviewed to assess actual performance against estimated performance.
- Significant deviations are investigated and action taken accordingly.
- Changes in the internal and external environment are considered during budget review, and adjustments made accordingly.
- Information is collected to assist in future budget preparation.

Range of Variables

- This unit may apply to various staff in all tourism and hospitality sectors.

- Budgets may include but are not limited to:
  - cash budgets
  - departmental budgets
  - budgeted profit and loss and balance sheets
  - wages budgets
  - project budgets
  - purchasing budgets
  - sales budgets
  - cashflow budgets
  - budgets for a small business.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - accounting principles and practices in specific relation to budget preparation
  - budget preparation techniques
  - business documentation presentation
  - negotiation skills in specific relation to budgetary planning
  - research skills.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - understanding of the technical budget preparation process and accounting procedures that must be followed
  - ability to prepare a range of realistic and accurate budgets within the context of a tourism or hospitality workplace

- ability to analyse and consider the internal and external factors that impact on the budget development process.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THHGLE13A Manage Finances Within a Budget.

- There is a link between this unit and a range of other units. Depending upon the industry sector and workplace combined delivery/assessment raining may be appropriate. Examples include but are not limited to:
  - THHGLE15A Manage Financial Operations
  - THHGLE19A Develop and Implement A Business Plan.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	2

Unit THHGLE15A
Manage Financial Operations

Unit Descriptor	This unit deals with the skills and knowledge required to manage the day-to-day financial operations within a tourism or hospitality enterprise. It is not intended to cover specialist accounting skills that are undertaken by qualified accountants.

Element	**Performance Criteria**
1 **Develop approaches to financial management**	• The scope of financial management requirements is assessed. • The need for specialist accounting assistance is identified and organised. • Approaches to financial management are developed based on overall direction and goals of the enterprise. • Financial management systems and procedures are developed in accordance with enterprise needs.
2 **Develop and monitor financial procedures and systems**	• The importance of financial objectives, management controls and systems is fully explained to all staff. • Procedures and systems are developed to meet all statutory requirements and internal control requirements. • Procedures and systems are developed for monitoring income and ensuring payment of accounts. • Compliance with procedures and systems is regularly checked. • The flow of financial information within the organisation is monitored in terms of currency, accuracy and relevance. • Financial management systems are regularly reviewed and adjustments made in accordance with enterprise need.
3 **Prepare and monitor accounts**	• Original entry systems are supervised to maintain accuracy and currency. • The general ledger is supervised and adjusted in accordance with accepted accounting practices. • Reports on current financial position are accurately generated. • Income and expenditure statements are accurately prepared. • Funds statements/statements of cashflow are accurately prepared.

4	**Make pricing decisions**	• Pricing decisions are made based on current and accurate financial and marketplace data.
		• Fixed, variable and semi-variable costs are accurately identified.
		• Cost – volume – profit analysis is correctly performed and interpreted taking account of the limitation of this process.
		• Profit margins are accurately calculated in accordance with enterprise policy.
5	**Monitor financial performance**	• Budgets are monitored against performance targets on a regular basis.
		• Corrective budgets are negotiated as appropriate.
		• Profit and loss statements are accurately prepared and interpreted.
		• Financial ratio analysis is correctly conducted and information used to assist in financial planning.
		• Remedial action is taken where appropriate.
		• Feedback on positive performance is communicated to appropriate personnel.
6	**Forecast financial needs of specific projects**	• Financial requirements and projections for special projects are forecast effectively to include consideration of the following factors:
		• cashflow implications
		• availability of short and long term sources of funds
		• market feasibility of the project
		• assessment of income and expenditure in the light of project timing
		• accurate research on costing details
		• level of financial risk involved
		• cost benefit analysis
		• required level of profit from the project
		• impact of the project on overall organisation financial position
		• industry environment and competitive factors.
		• Specialist assistance is sought where necessary.

7   **Prepare financial proposals for specific projects**

- Financial proposals are prepared to include:
  - overview of the project and objectives
  - the purpose and amount of finance required
  - the proposed structure of the project operation
  - the operational and marketing plan
  - projected financial performance
  - management experience
  - level of risk involved.
- Financial proposals are presented in a clear, concise and professional format.
- Appropriate communication techniques are used to explain the details of financial proposals.
- Meetings to discuss financial proposals are conducted in a professional and businesslike manner.

8   **Prepare financial reports**

- Financial reports are prepared accurately and to schedule according to enterprise and statutory requirements.
- Specialist advice is sought on reporting requirements.
- Accurate and concise reports are prepared.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Financial operations may be for:
  - a department within a large organisation
  - a small business.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - general knowledge of legislative requirements to be met by all enterprises
  - knowledge of specific financial regulations and requirements appropriate to industry sector
  - taxation issues (for tourism especially Fringe Benefits Tax)
  - overview of economic issues which affect financial performance
  - overview of computerised accounting packages available in the marketplace.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - understanding of the total financial management process within a business
  - ability to integrate the financial management activities of a business with overall business operations
  - knowledge of financial control, reporting and monitoring systems.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
  - THHGFA04A Prepare Financial Statements
  - THHGLE13A Manage Finances Within a Budget
  - THHGLE14A Prepare and Monitor Budgets.

- Depending upon the industry sector and workplace combined training may also be appropriate.

- Care should also be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	2

THT 98 Tourism Training Package
© Australian National Training Authority

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

PHYSICAL RESOURCES

Unit Code THHGLE16A

Manage Physical Assets

Unit Descriptor	This unit deals with the skills and knowledge required to manage the physical assets of a tourism or hospitality enterprise. It does not include specialist skills but focuses on the need for mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets that are crucial to business success.

Element

Performance Criteria

1   Develop strategies for systematic maintenance, repair and purchase of physical assets

- Strategies for managing physical assets are developed to take account of the following issues:
  - overall business and marketing objectives
  - appropriate product development plans
  - upkeep of physical assets register
  - the need for preventative repairs and maintenance systems
  - health, safety and security issues
  - scheduling which minimises disruption and loss of revenue
  - use of contracts versus ad hoc arrangements for maintenance and repairs
  - professional evaluation of the condition of physical assets
  - financial planning and constraints
  - environmentally sound practices.

2   Monitor the performance of physical assets in the workplace

- Systems are set up to ensure that the condition and performance of physical assets are regularly reported and discussed within the enterprise.
- Systems are established to identify timely replacement of physical assets.
- Assessments are made based on safety, operational efficiency and customer service quality.
- Problems are promptly identified and acted upon.
- Specialist assistance is accessed when required.

3   **Co-ordinate financing of physical assets**

- Work or equipment specifications are accurately prepared.
- Costs are estimated based on evaluation of:
  - quotations and tenders from external supplies
  - appropriate maintenance agreements
  - in-house advice from appropriate departments.
- Appropriate financial agreements are made based on consideration of financing issues including:
  - method of finance (lease, purchase, hire purchase)
  - length of agreement
  - taxation issues.
- Depreciation is taken into account.
- Financing is co-ordinated in consultation with financial management department or external professional as appropriate.

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Physical assets management may be performed in whole or in part using external agencies and expertise.

- Physical assets may include but are not limited to:
  - buildings
  - equipment
  - fixtures, fittings and furnishings
  - vehicles
  - gardens
  - pools
  - rides and games.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - overview of financing options for asset acquisition
  - laws governing different types of physical assets
  - environmental standards and requirements
  - planning.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to plan for and manage the acquisition, maintenance and replacement of physical assets within a specific tourism and hospitality workplace
  - understanding of the financial and legal issues that impact on the management of physical assets.

Linkages to Other Units:

- This unit should be assessed with or after the following unit:
  - THHGLE03A Develop and Implement Operational Plans.

- Depending upon the industry sector and workplace combined training may also be appropriate.

- Care should be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2

Unit Code THHGLE17A

Manage and Purchase Stock

Unit Descriptor	This unit deals with the skills and knowledge required to establish stock control and stock purchasing systems within a tourism or hospitality context.

Element	**Performance Criteria**
1 **Establish and implement an order and supply process**	• An order and supply process is established and implemented in the workplace. • Economic order qualities are established based on internal information and supplier advice. • Stock levels are determined according to peak seasons, special events and supplier's lead time. • Process is developed to include monitoring of quality during supply and delivery processes.
2 **Establish and implement stock control systems**	• Stock control systems are developed and communicated to all appropriate staff. • Special control systems are applied to items showing high wastage or loss. • A range of data is used to calculate standard methods and measures and these are communicated to appropriate staff. • Systems are monitored in the workplace and adjustments made according to feedback and operational experience. • Staff are trained to minimise stock wastage.
3 **Develop optimum supply arrangements**	• Quality of supply is evaluated based on feedback from colleagues and customers. • Potential suppliers are sourced and reviewed against enterprise requirements. • Purchase specifications are developed. • Suppliers are assessed against specifications. • Sources of supply are amended in accordance with assessment.

Range of Variables

- This unit applies to all hospitality establishments.

- Stock may include but is not limited to:
  - food and beverage
  - linen
  - housekeeping supplies
  - stationery
  - cleaning agents and chemicals
  - general stores.

- Data for establishing stock control systems may include but is not limited to:
  - yield tests
  - historical sales figures
  - stocktake figures.

- Stock control systems may include but are not limited to:
  - integrated point of sale systems
  - imprest
  - ledgers
  - bin cards
  - stock taking systems
  - stock valuation systems
  - stock reporting systems.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
    - methods of stock valuation
    - methods of yield testing
    - planning
    - supplier and market knowledge.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
    - ability to develop and stock purchasing and control systems within a specific tourism or hospitality context.

Linkages to Other Units:

- This unit should be assessed with or after the following units:
    - THHGCS07A Establish and Conduct Business Relationships
    - THHGLE03A Develop and Implement Operational Plans.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2

Unit THHGLE18A

Monitor and Maintain Computer Systems

| Unit Descriptor | This unit deals with the skills and knowledge required to monitor and maintain computer systems within the workplace. It does not apply to specialist computer staff, but to hospitality team leaders, supervisors and managers who also play a role in ensuring computer equipment meets business needs. |

Element

Performance Criteria

1   Monitor effectiveness of computer equipment

- The effectiveness of computer equipment is maintained through ongoing consultations with users.
- Effectiveness is monitored by assessment of productivity and efficiency.
- Procedures for identifying and resolving problems are established and implemented including use of specialised assistance.
- Computer training needs are identified and training opportunities are provided.

2   Purchase hardware and software

- Hardware and software requirements are accurately identified and possible new approaches are researched.
- Feasibility of acquiring or upgrading is assessed.
- Options are evaluated against the needs of the enterprise including advantages and limitations.
- User friendliness, system support and training are investigated.
- External specialist assistance is sought as required.
- Decisions are made in consultation with appropriate colleagues.
- Introduction of new computer systems is planned to take account of impacts on colleagues and customers.
- Staff are adequately trained in using new systems.
- New systems are monitored for efficiency and action taken accordingly.

| 3 | **Maintain computer equipment and systems** | • Systems for cleaning and minor maintenance are established in accordance with manufacturer's instructions.
• Faults are reported to the nominated person/supplier for rectification.
• Procedures for ensuring security of data are established, including back-ups and virus checks.
• Document filing systems and procedures are created to reflect the size, nature and complexity of the workplace.
• Equipment is set up to accept the software and functions being used. |

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- Computer equipment may include but is not limited to:
  - screens
  - hard drives
  - printers
  - scanners
  - back-up systems.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - sources of information and advice on computer systems
  - computer security and filing systems
  - key factors in achieving productivity and efficiency from computer systems
  - current technology options as appropriate to industry sector.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - knowledge and understanding of the important role of computer equipment with specific emphasis on tourism and hospitality contexts
  - current knowledge of the broad technological environment
  - knowledge of systems to maintain the effectiveness of computer systems.

Linkages to Other Units:

- There is a strong link between this unit and the following units:
  - THHGLE01A Monitor Workplace Operations
  - THHGLE16A Manage Physical Assets.

Competency Standards

- Depending upon the industry sector and workplace combined assessment/training may be appropriate.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	3

TOURISM INDUSTRY
NATIONAL COMPETENCY STANDARDS

BUSINESS PLANNING

Unit THHGLE19A

Develop and Implement A Business Plan

Unit Descriptor   This unit deals with the skills and knowledge
                           required for strategic business planning and
                           management.

Element	Performance Criteria
1 Prepare a business plan	• A business plan is prepared using recognised business planning techniques to include consideration of the following:

- mission statement
- business objectives
- current and potential product
- industry environment
- external business environment
- market analysis
- marketing strategy
- operational strategy
- management and organisational structure
- labour requirements and skills
- financial plan and projections
- action plan and schedule
- evaluation techniques
- industry ethics
- liability and legal issues
- environmental considerations
- quality management.

• The business plan is prepared after consultation with all appropriate staff, management and other stakeholders so that all perspectives are taken into account in the development of the plan.

| 2 | **Implement the business plan** | • The objectives and content of plans is communicated in a timely manner to appropriate personnel in a manner which facilitates:
  • a clear understanding of the plan and its role
  • a clear understanding of objectives, activities and individual responsibilities.
• Appropriate communication and leadership techniques are employed in the management of the business plan to encourage:
  • a team approach towards the achievement of objectives
  • staff commitment to the achievement of targets
  • commitment to service quality in the implementation of the plan.
• Staff are encouraged to provide ongoing input into the business plan.
• Actions detailed in the plan are implemented in a cost efficient manner according to schedule and contingencies. |
| 3 | **Monitor the business plan** | • The business plan is regularly reviewed and re-worked in the light of changing circumstances.
• Activities are monitored using the evaluation methods detailed in the plan on an ongoing basis to take account of the following factors:
  • progress towards objectives
  • evaluation of individual activities
  • the need for changes to the plan.
• Agreed changes to plans are promptly implemented in the context of the following:
  • the need for effective communication to staff regarding the reasons for change
  • the need for re-scheduling of action plans
  • the need for timely provision of appropriate information regarding changes to external parties and customers. |

Range of Variables

- This unit applies to all tourism and hospitality sectors.

- A business plan may be for:
  - a new small business venture

  - an existing small business

  - a division or department of a large organisation

  - a new product development initiative.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - In-depth knowledge of business planning techniques

  - broad legal and business liability issues as appropriate to the industry context

  - economic issues which impact on business performance

  - tourism and hospitality industry knowledge including current trends, structures and government policies

  - internal and external business environments as appropriate to the industry context

  - communication and leadership skills

  - research skills.

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. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
  - ability to develop and implement a business plan within a specific tourism and hospitality workplace. An integrated approach is required

  - knowledge of all the items covered in the Evidence Guide and the ability to apply that knowledge to a specific industry context.

Linkages to Other Units:

- This unit should be assessed with or after a number of other leadership units (and their pre-requisite units) including:
  - THHGLE03A Develop and Implement Operational Plans
  - THHGLE04A Establish and Maintain A Safe and Secure Workplace
  - THHGLE08A Lead and Manage People
  - THHGLE11A Manage Quality Customer Service
  - THHGLE12A Develop and Manage Marketing Strategies
  - THHGLE15A Manage Financial Operations
  - THHGLE16A Manage Physical Assets.

- Depending upon the industry sector and workplace combined delivery/assessment may be appropriate for some of these units.

- Care should be taken to avoid duplication with unit THHGLE20A Develop and Maintain the Legal Knowledge Required for Business Compliance.

- 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.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	2
Solving Problems	3
Using Technology	2